

McCrillis, E. A one-year follow-up of the office practice graduates
1948 of Laconia High School.

FOR REFERENCE

Do Not Take From This Room

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

LIBRARY

Ed.
Thesis
McCrillis, E.
1948

The Gift of Ernestine McCrillis *stored*

FOR REFERENCE

Do Not Take From This Room

DESCO

Ed.
Thesis
McCrillis, E.
1948
stored

Boston University
School of Education

Thesis

A ONE-YEAR FOLLOW-UP OF THE OFFICE PRACTICE
GRADUATES OF LACONIA HIGH SCHOOL

Submitted by

Ernestine McCrillis

B. S. Simmons College, 1933

in partial fulfillment of requirements
for the degree of

Master of Education
1948

1st Reader: Dr. John L. Rowe, Associate Professor of
Business Education
2nd Reader: Dr. Worcester Warren, Professor of Education
3rd Reader: Dr. J. Wendell Yeo, Professor of Education

Boston University
School of Education
Library

Gift of E. McCrillis
School of Education
June 24, 1948
29555

CONTENTS

| | <u>Page</u> |
|---|-------------|
| INTRODUCTION | 1 |
| CHAPTER I | |
| The Purpose of This Study | 3 |
| CHAPTER II | |
| Background of the Study | 11 |
| CHAPTER III | |
| Procedure Followed in Making the Study. . | 19 |
| CHAPTER IV | |
| Conclusions and Recommendations | 43 |
| BIBLIOGRAPHY | 46 |
| APPENDIX | 50 |

CONTENTS

Page

| | |
|----|--|
| 1 | INTRODUCTION |
| 3 | CHAPTER I The Purpose of This Study |
| 11 | CHAPTER II Background of the Study |
| 19 | CHAPTER III Procedures Followed in Making the Study |
| 43 | CHAPTER IV Observations and Recommendations |
| 46 | BIBLIOGRAPHY |
| 50 | APPENDIX |

LIST OF TABLES

| <u>Table</u> | <u>Page</u> |
|---|-------------|
| I. a. Questionnaires Sent and Returns | |
| Received | 24 |
| b. Distribution of Returns Received . . | 24 |
| II. Occupations of the 14 Graduates Entering Occupations Other Than Clerical and Stenographic | 26 |
| III. Dictation and Transcription Activities . | 27 |
| IV. Machine Operation | 29 |
| V. Kinds of Typewriting Performed | 29 |
| VI. Other Activities Performed | 31 |
| VII. Additional Subjects Graduates Wish They Had Taken in High School | 33 |
| VIII. Ratings of 25 Workers by Supervisors . . | 39 |
| IX. Results Obtained from Other Employers . | 40 |

LIST OF TABLES

| Page | Table |
|------|---|
| 24 | I. a. Classified by Year and Volume |
| 24 | Received |
| 24 | Classification of Reports Received |
| 25 | II. Descriptions of the 14 Graded Activities |
| 25 | Completed by When Given Grade and |
| 25 | Transcribed |
| 27 | III. Selection and Transcribed Activities |
| 29 | IV. Analysis of the |
| 29 | V. Lists of Specimens Performed |
| 31 | VI. Other Activities Performed |
| 33 | VII. Additional Subjects Investigated with They |
| 33 | Had Taken in High School |
| 33 | VIII. Relations of 14 Workers by Subjects |
| 40 | IX. Subjects Obtained from Other Subjects |

FORMS

| <u>Form</u> | <u>Page</u> |
|---|-------------|
| A Questionnaire Sent to Graduates | 7 |
| B Letter Sent to Graduates with Questionnaire | 8 |
| C Questionnaire Sent to Employers | 9 |
| D Letter Sent to Employers | 10 |
| E Follow-up Card Sent to Graduates | 22 |
| F Final Follow-up Sent to Graduates | 23 |

APPENDIX

| | |
|--|-------|
| G Letter Sent to Employers Asking for Interview | 51 |
| H Return Card Sent with Letter | 52 |
| I 1946-1947 Laconia High School Subject Offering | 53-54 |
| J Table of Specialized Machines | 55 |
| K Table of Specialized Typing Activities . | 56 |

Index

| Date | Page |
|------|--|
| 7 | 1 Questionnaire sent to Graduate |
| 8 | 2 Letter sent to Graduate with Questionnaire |
| 9 | 3 Questionnaire sent to Employer |
| 10 | 4 Letter sent to Employer |
| 22 | 5 Follow-up Card sent to Graduate |
| 23 | 6 Final Follow-up sent to Graduate |

APPENDIX

| | |
|-------|--|
| 21 | 7 Letter sent to Employer asking for Interview |
| 22 | 8 Return Card sent with Letter |
| 23-24 | 9 1946-1947 Questionnaire with School Subject |
| 25 | 10 Table of Statistical Techniques |
| 26 | 11 Table of Statistical Typing Activities |

A ONE-YEAR FOLLOW-UP OF THE OFFICE PRACTICE
GRADUATES OF LACONIA HIGH SCHOOL

Introduction

During the years since business education became a part of secondary education, many changes have taken place in business and society. Since the early 1900's there has been a tremendous increase in business occupations, resulting in a shortage of workers in some occupations even during the depression years and an oversupply of workers in other occupations even during World War II. This increase in business fields resulted also in the choice of certain occupations by students unfitted for them and the ignoring of the same occupations by students well adapted to succeed in them. An increasing number of students are completing their education. There has been a great increase in the number of students electing business subjects. During the war years women held jobs formerly held by men, and this created a larger field for women employees.¹ Rapid progress in various occupations means changes in the business field and a consequent change in the aims of business education to prepare students to meet them.

Changing social conditions after the first World War

¹R. G. Walters, "Three Is Company," Journal of Business Education, XXI (May, 1946), p. 7.

meant changing school curriculums. At first these changes affected the academic curriculum only; but, as time passed, the business curriculum was affected. Twenty-five years ago there was little doubt in the minds of interested persons as to the aims of business education in high school. A business course was set up so that students could be prepared to earn their living as office workers. The aims were primarily vocational. This meant, in most schools, a business course in which shorthand, typewriting, business arithmetic, and bookkeeping were taught.

In recent years, also, business men have been taking a greater interest in the education of American young people for jobs in business and industry, jobs which must be filled efficiently if production and distribution in the country are to meet demands of consumers and provide employment for them. Business education was severely criticized during the war years also because of its failure to deliver a completely satisfactory, trained intelligent personnel to the Army, the Navy, the civil service, business, and industry.¹ In the final analysis the educational value of what is taught in the classroom is really determined by how well students can use in business situations the knowledges,

¹H. G. Enterlines, "Factors Involved in Attaining Higher Standards of Achievement in Business Subjects," The American Business Education Yearbook, II (1945), pp. 26-57.

present situation the school curriculum. It is not a new concept
attained the same old curriculum only; but, in the process,
the business curriculum was adopted. Twenty-five years
ago there was little doubt in the mind of interested parties
as to the value of business education in the high school.
A business course was not in so that it might be
regarded as a mere living or office training. The aim
was primarily vocational. This meant, in most schools,
a business course in order to prepare, bookkeeping, stenography,
typewriting, and bookbinding were taught.

In recent years, when business men have been making
a greater investment in the education of their young people
for jobs in business and industry, jobs which must be filled
efficiently in production and distribution in the country,
and to meet change of consumption and provide employment for
them. Business education was seriously considered during
the war years also because of the desire to deliver a com-
plete education, to include intellectual preparation to the
army, the navy, the civil service, business, and industry.
In the final analysis the educational value of what is
taught in the classroom is really determined by how well
students can use it in business activities in the marketplace.

Dr. W. L. Williams, "Vocational Training in Schools,"
The American Business Education Journal, 11 (1942),
10-12.

skills, and powers that are learned in the classroom.¹ Only by a constant re-examination of present practices and techniques and a willingness to revise and improve these techniques can business education be sure that it is meeting changing business conditions and the requirements of business men.

There is still much uncertainty as to what high school business education should accomplish; but there is, and has been for some time, a growing realization among educators that business courses must provide for other office and store occupations than those of stenographer and bookkeeper.² With this in mind the school should make it possible for pupils to get sufficient business information and a degree of proficiency in the use of one or more business skills to enable them to prepare for beginning positions in stores or offices. It should also give the pupils sufficient information and skills to qualify them for beginning positions in stores or offices and for the giving of adequate service when such positions are obtained. Too often, however, in the past the school has taught without knowing whether it has been effective in preparing its pupils for these beginning positions. And much has been written about the meeting

¹Paul S. Lomax, Commercial Teaching Problems, p. 6.

²R. G. Walters, The Business Curriculum, Monograph 55 (Mar. 1942), Cincinnati: South-Western Publishing Company, pp. 5-8.

skills, and power that are learned in the classroom.

Only by a constant re-examination of present practices will

techniques and a willingness to revise and improve these

techniques can business education be sure that it is meet-

ing changing business conditions and the requirements of

business men.

There is still much uncertainty as to what high school

business education should accomplish; but there is, and has

been for some time, a growing realization among educators

that business courses must provide for other things and

more occupations than those of stenographer and bookkeeper.

With this in mind the school should make it possible for

pupils to get sufficient business information and a degree

of proficiency in the use of one or more business skills to

enable them to prepare for beginning positions in stores

or offices. It should also give the pupils sufficient

information and skills to qualify them for beginning posi-

tions in stores or offices and for the giving of adequate

service when such positions are obtained. Too often, however,

in the past the school has taught without knowing whether it

has been effective in preparing its pupils for these posi-

tions. And much has been written about the meeting

of the needs of business men and business women.

W. D. Sellers, The Business Education of the High School,
(New York, 1905), Cincinnati: South-Western Publishing Company,
p. 1-8.

of standards of business and the changing of curriculums to meet these standards. But all too often standards and changes have been based on subjective opinion alone.¹ Only by constant objective research can the school evaluate its objectives and test its courses to see whether the subjects it is teaching its pupils are meeting business standards.² One method of determining suitable objectives, as well as of determining specifically the types of positions available and of ascertaining whether the curriculum is meeting the needs of business, is a survey of local business requirements and of the adequacy with which they are being met.

¹B. R. Haynes and C. W. Humphrey, Research Applied to Business Education, p. 1.

²M. A. Hickey and Robert Finch, "Testing the Objectives of Vocational Education," The American Business Education Yearbook, III (1946), p. 61.

of standards of business and the changing of standards
to meet these standards. But all too often standards and
changes have been based on subjective opinion alone. Only
by constant objective research can the school evaluate its
objectives and test its progress to see whether the subjects
it is teaching its pupils are meeting business standards.¹
The method of determining whether objectives, as well as
of determining specifically the types of positions available
and of ascertaining whether the curriculum is meeting the
needs of business, is a survey of local business require-
ments and of the degree with which they are being met.

¹W. H. Bates and C. W. Henshaw, *Business Analysis in
Education*, p. 1.
²W. H. Bates and Robert Finch, *Testing the Objectives
of Vocational Education*, The National Business Education
Association, 1915, p. 1.

CHAPTER I

The Purpose of This Study

The purpose of this study is to try to ascertain whether the business course of Laconia, New Hampshire, High School has been meeting, and is continuing to meet, the needs of business for beginning workers and whether the pupils are using the skills and abilities the school tried to develop. Through the use of questionnaires and of interviews with both the graduates from the office practice course for the five years, 1942-1946, and the business men by whom these graduates are employed, the necessary information for this study was obtained. To make a complete evaluation of the business course, it would have been necessary to survey not only business courses taken by the graduates through their four high school years but also any other subjects taken in high school. This is in itself a topic that could well be undertaken for a complete survey of curriculum requirements. For the purpose of this study, however, it was felt that a survey of the graduates and business men mentioned would be adequate. The graduates of the office practice curriculum at Laconia have had at least three years of business subjects. In the first two years the emphasis in the student's training is on shorthand, typewriting, and

CHAPTER I

The Purpose of This Study

The purpose of this study is to try to ascertain whether the business courses at Lincoln, New Hampshire, High School have been meeting, and are continuing to meet, the needs of business for beginning workers and whether the pupils are using the skills and abilities the school tends to develop. Through the use of questionnaires and of interviews with both the graduates from the office practice course for the five years, 1922-1927, and the business men by whom these graduates are employed, the necessary information for this study was obtained. To make a complete evaluation of the business course, it would have been necessary to survey not only business courses offered by the graduates through their four high school years but also any other subjects taken in high school. This is in itself a task that could well be undertaken for a complete survey of curriculum developments. For the purpose of this study, however, it was felt that a survey of the graduates and business men mentioned would be adequate. The graduates of the office practice curriculum at Lincoln have had at least three years of business subjects. In the first two years the emphasis in the student's training is on bookwork, presentation, and

fundamental bookkeeping skills. In the third year in the office practice course a transition is made between the student who has mastered certain skills and the efficient office worker. This course is given in the last year of high school where it can help to bridge the gap between school and business life. In its content it attempts to bring together and add to business procedures only touched upon in preceding years.

The plan of obtaining data for the investigation included the sending of a check-type questionnaire (page 7), accompanied by a letter (page 8) explaining its purpose, to 133 pupils who studied business subjects at least three years and were graduated from school during the years 1942-1946. A second questionnaire (page 9) and a letter (page 10) were sent to out-of-town business men employing the graduates and to local business men employing only one clerical or stenographic worker. An interview was sought by the writer with all other employers. With the letter¹ asking for an interview a self-addressed government card² was enclosed.

¹Appendix, p. 51.

²Ibid., p. 52.

Name _____ Address _____

Time out of school before getting your first job? _____ (weeks) _____ (months)

How many jobs have you held since you were graduated? _____

What kinds? _____

When did you start in your present position? _____

Firm or individual by whom employed at present? _____

Nature of business _____

What kinds of work do you do in your present position: (Approximate hours or minutes you do the activity daily)

| | (hrs.) | (min.) | | (hrs.) | (min.) |
|---------------------------|--------|--------|-----------------------|--------|--------|
| Take dictation | _____ | _____ | Filing (System _____) | _____ | _____ |
| Transcribe from shorthand | _____ | _____ | Answering telephone | _____ | _____ |
| Transcribe from records | _____ | _____ | Receiving callers | _____ | _____ |
| Operation of machines: | | | Kinds of typing: | | |
| Typewriter | _____ | _____ | Letters | _____ | _____ |
| (Kind _____) | | | Business reports | _____ | _____ |
| Mimeograph | _____ | _____ | Rough drafts | _____ | _____ |
| Duplicator | _____ | _____ | Cards | _____ | _____ |
| Calculator | _____ | _____ | Envelopes | _____ | _____ |
| Adding | _____ | _____ | Bills | _____ | _____ |
| Billing | _____ | _____ | Statements | _____ | _____ |
| Bookkeeping | _____ | _____ | Other kinds: | _____ | _____ |
| Addressing | _____ | _____ | | _____ | _____ |
| Others: _____ | _____ | _____ | | _____ | _____ |
| | _____ | _____ | | _____ | _____ |

Other duties performed: _____

Commercial subjects taken in high school:

| | | | |
|------------------------------|-------|----------------------|-------|
| Junior Business Training | _____ | Filing | _____ |
| Advertising and Salesmanship | _____ | Typing I | _____ |
| Bookkeeping I | _____ | Typing II | _____ |
| Bookkeeping II | _____ | Clerical Practice I | _____ |
| Stenography I | _____ | Clerical Practice II | _____ |
| Stenography II | _____ | Economic Geography | _____ |
| Secretarial Practice | _____ | Commercial Law | _____ |

What further training, if any, have you had since leaving school? Please indicate place and length of study. _____

What additional commercial courses do you wish you had taken or could have taken in high school? _____

Additional non-commercial courses? _____

What other courses did you take in high school that have been useful to you in your work? _____

On the back of this blank please feel free to add any comment you wish that you think would be helpful to me in this survey or useful to the graduates of the future.

Form B -- Letter Sent to Graduates

Laconia High School
Laconia, New Hampshire
June 5, 1947

Dear

This questionnaire is being used in an attempt to find out some things about your experiences since you left school and the kind of work you do. We are planning to use this information in trying to improve what we teach in school and to determine the effectiveness and value of your business training while in school in terms of your work experience.

The enclosed blank calls for some facts about what you have been doing since you graduated. Your answers will be of great help to us in our work. You may be sure that the information you give will be treated confidentially and that it will be used only for group reports without reference to individuals.

Your assistance in this work will be of great help and will be very much appreciated.

Yours sincerely,

Ernestine McCrillis

(Any information will be strictly confidential and will be used in generalized form only.)

Name or Firm _____

Nature of business _____

Name of employee _____

How long has (she, he) been employed by you? _____ Yrs. _____ Mos. _____ Wks.
What duties does (he, she) perform? (Please check)

| | | | |
|--------------------------------------|-------|------------------------|-------|
| Stenographic | _____ | Receiving callers | _____ |
| Typing | _____ | Answering telephone | _____ |
| Filing | _____ | Bookkeeping activities | _____ |
| Machine Operation | _____ | Kind | _____ |
| (Please state type of machine) _____ | | | |

Evaluate your worker according to the following scale:

| | <u>Superior</u> | <u>Good</u> | <u>Fair</u> | <u>Poor</u> | <u>Required Dismissal</u> |
|---|-----------------|-------------|-------------|-------------|---------------------------|
| Ability to follow directions | _____ | _____ | _____ | _____ | _____ |
| Ability to accomplish work rapidly and accurately | _____ | _____ | _____ | _____ | _____ |
| Amount of work accomplished | _____ | _____ | _____ | _____ | _____ |
| Accuracy in typing | _____ | _____ | _____ | _____ | _____ |
| " " spelling | _____ | _____ | _____ | _____ | _____ |
| " " punctuation | _____ | _____ | _____ | _____ | _____ |
| " " simple mathematics | _____ | _____ | _____ | _____ | _____ |
| Ability to learn new work | _____ | _____ | _____ | _____ | _____ |
| " " type mailable letters | _____ | _____ | _____ | _____ | _____ |
| " " " acceptable carbons | _____ | _____ | _____ | _____ | _____ |
| " " make good corrections | _____ | _____ | _____ | _____ | _____ |
| Courtesy in meeting public | _____ | _____ | _____ | _____ | _____ |
| Poise and clarity on telephone | _____ | _____ | _____ | _____ | _____ |
| Neatness in dress and person | _____ | _____ | _____ | _____ | _____ |
| Ability to take criticism and profit from it | _____ | _____ | _____ | _____ | _____ |
| Ability to work without supervision | _____ | _____ | _____ | _____ | _____ |
| Interest in work and the business | _____ | _____ | _____ | _____ | _____ |
| Ability to get along with fellow workers | _____ | _____ | _____ | _____ | _____ |
| Poise and self-control at work | _____ | _____ | _____ | _____ | _____ |
| Attendance record | _____ | _____ | _____ | _____ | _____ |

Please feel free to make any additional comments you wish.

In what way, if any, do you think the school could have made (him, her) a more valuable employee?

Laconia High School
Laconia, New Hampshire
September 18, 1947

In order to find out whether Laconia High School in its business classes is training beginning workers in the skills and abilities you want, I am making a 5-year survey of the pupils who were graduated in the years 1942 through June, 1946. In your employ you have one or more of these graduates. To ascertain whether we are really meeting the needs of business, I believe it is necessary to get a report on each individual.

If you would be willing to fill in the enclosed questionnaire and add any comments you wish, your opinions would be of great help in ascertaining what changes, if any, need to be made in our business curriculum.

Any information you give me will be strictly confidential and will be used only in a generalized report.

Yours truly,

Ernestine McCrillis

EM:DF

CHAPTER II

Background of the Study

In order to set the problem in its proper background, it is necessary to sketch in briefly the kind of community Laconia is, its occupational needs, the offering in the high school in business subjects, and the objectives aimed at in the business curriculum.

Laconia, New Hampshire, an industrial and manufacturing town with an outlying rural section, is a trade center for an area with a population exceeding 50,000.¹ The population of the city proper in 1940 (United States Census) was 13,484.² Since 1940 this figure has changed to some extent--the estimated population now being 17,000.³

According to the 1940 Census 476 males, or 3.5 per cent, and 387 females, or 2.8 per cent, of the population were engaged in clerical, sales, and kindred occupations. Again because of the abnormal conditions during the five years of the survey these figures, as with the population figures, would now be somewhat larger. Individuals and

¹Community Statistical Abstract, Prepared for Industrial Development Committee of the New England Council by Bureau of Business Research, Boston University College of Business Administration, 1939.

²United States Census, 1940., p. 796.

³Laconia (New Hampshire) Directory, 1946., p. 16.

industries employing high school graduates include lawyers, insurance companies, real estate offices, banks, public utilities, retail stores, farmers' exchanges, woolen mills, a clock factory, a ski factory, and a large machine manufacturing concern.

Laconia High School, a four-year high school, had an average school enrollment in the years covered by the survey of 750 and a teaching staff of 50. At that time in the Program of Studies¹ the following curricula were offered: College Preparatory, Business, Home Economics, Mechanic Arts, and General. In all areas sixteen units were required for graduation; all pupils selected a minimum of four units of work each year, one of these in English. As far as the investigation of the problem is concerned, a detailed description of the Business Course only will be given.

In attempting to meet the demands of business and the requirements of the boys and girls who will get jobs in the community, the following objectives were set up for business education:

1. To provide a general business education for both boys and girls;
2. To provide a vocational business education for those who will profit most from specific training such as is received in stenography, office practice, and vocational bookkeeping;

¹Appendix, pp. 53-54.

industries employing high school graduates include lawyers,
insurance companies, real estate offices, banks, public
utilities, retail stores, restaurants, motion picture
industry, and a large machine manufacturing company.

Laurel High School, a four-year high school, had an
average school enrollment in the years covered by the sur-
vey of 750 and a teaching staff of 50. At that time in the
history of the school, the following courses were offered:

College Preparatory, Business, Home Economics, Mechanics,
Art, and General. In all cases sixteen units were required
for graduation; all pupils selected a minimum of four units
of work each year, one of these in English. As far as the
investigation of the school is concerned, a detailed de-
scription of the Business Course only will be given.

In attempting to meet the demands of business and the
requirements of the boys and girls who will get jobs in the
community, the following objectives were set up for business
education:

1. To provide a general business education for
both boys and girls;
2. To provide a vocational business education
for those who will receive most from specific
training such as is received in stenography,
office practice, and vocational bookkeeping.

3. To develop citizens who are intelligent concerning business enterprises, obligations, and rights.

The business curriculum as such begins in the 10th grade; although in the 9th grade pupils have an opportunity to elect junior business training, which includes units of bookkeeping, business forms, filing, mailing procedures, letter writing, and telephoning.

The following tables¹ and explanatory paragraphs indicate the business subjects which a pupil could elect throughout his last three years:

| <u>Grade X</u> | Periods per week | Credit |
|--------------------------------------|---------------------|---------------|
| Stenography I (shorthand and typing) | 10 | 1 |
| or | | |
| (Typewriting I | 5 | $\frac{1}{2}$ |
| (Advertising and Salesmanship | 5 | $\frac{1}{2}$ |
| Consumer Education | 5 | 1 |
| Economic Geography | 5 | 1 |
| Bookkeeping I | 5 | 1 |
| <u>Grade XI</u> | | |
| Stenography II | 10 | 1 |
| Bookkeeping II | 5 | 1 |
| Clerical Practice I (1944-45-46) | 10 | 1 |
| Filing (1942-43) | 5 | 1 |
| Typewriting II | 5 | $\frac{1}{2}$ |
| <u>Grade XII</u> | | |
| Secretarial Practice | 10 | 1 |
| Clerical Practice II | 10 | 1 |

¹Appendix, p. 53.

3. To develop ability to use English in
various business situations, oral and
written.

The business curriculum as such begins in the first
grade; although in the 5th grade pupils have an opportunity
to enter Junior Business Training, which includes study
of bookkeeping, business forms, letters, selling procedures,
letter writing, and telephoning.

The following subject and explanatory paragraphs
indicate the business subjects which a pupil could select
throughout his last three years:

| Grade V | | Subjects | Credits |
|-----------|----|---------------------------------------|---------|
| 1 | 10 | Accounting I (Arithmetic and Algebra) | 1 |
| 1 | 10 | Accounting II | 1 |
| 1 | 10 | Advertising and Salesmanship | 1 |
| 1 | 10 | Business Law | 1 |
| 1 | 10 | Business Geography | 1 |
| 1 | 10 | Bookkeeping I | 1 |
| Grade VI | | | |
| 1 | 10 | Accounting II | 1 |
| 1 | 10 | Bookkeeping II | 1 |
| 1 | 10 | Business Practice I (100-150) | 1 |
| 1 | 10 | Business Practice II | 1 |
| 1 | 10 | Typewriting I | 1 |
| Grade VII | | | |
| 1 | 10 | Business Practice I | 1 |
| 1 | 10 | Business Practice II | 1 |

Selection of Students for Stenography

Pupils who maintained a C average in English during Grade X and who showed an aptitude for and an interest in stenographic work and met the minimum standards of Stenography I were urged to continue with Stenography II.

The minimum standard for Stenography I, set up by the New Hampshire State Department of Education,¹ required that a pupil, at the end of one full year of work, should be capable of taking dictation of simple unfamiliar material composed of a series of business letters at sixty words a minute for fifteen minutes and of transcribing accurately in mailable form, at a rate of ten to fifteen words a minute. In Typewriting I,² the minimum net speed was 25 words a minute on a 10-minute correction and erasing test. A pupil should also be able to write from printed letter material, 3 medium-length, mailable letters in 30 minutes.

Selection of Students for Clerical Practice I

Pupils who failed to show an aptitude for and an interest in shorthand but who met the minimum standards of Typewriting I and showed an interest in it were encouraged to elect Clerical Practice I.

¹Program of Studies, State Board of Education, Concord, New Hampshire, 1942, pp. 39-66.

²Ibid., p. 39.

Selection of Students for Stenography

Pupils who maintained a 2 average in English during Grade 8 and who showed an aptitude for and an interest in stenographic work met the minimum standards of stenography. I was urged to continue with stenography.

The minimum standard for stenography I set up by the New Hampshire State Department of Education, I required

that a pupil, at the end of the fall year of work, should

be capable of taking dictation of all the material which

consisted of a series of business letters at such words a

minute for fifteen minutes and of transcribing accurately

in legible form, at a rate of ten to fifteen words a min-

ute. In typewriting the minimum rate speed was 25 words

a minute on a 10-minute correction and error test. A

pupil should also be able to write from printed letter

material, a medium-length, legible letters in 30 minutes.

Selection of Students for Chemical Practice I

Pupils who failed to show an aptitude for and an

interest in shorthand but who met the minimum standards

of typewriting I and showed an interest in it were encour-

aged to select Chemical Practice I.

This course included the following units:

- I. Review of fundamentals
- II. Skills for occupational use
 1. Set-up of letters of any accepted style in mailable form
 2. Folding and inserting of letters in envelopes
 3. Arrangement of a letter of two pages or more
 4. Typing of post cards
 5. Copying from rough draft
 6. Arranging manuscript
 7. Arranging and typing of outlines
 8. Typing of multiple carbon copies
 9. Arranging and typing of tabulations
 10. Practice in erasing and correcting typing errors
- III. Knowledge of how various business forms are made out
 1. Checks
 2. Receipts
 3. Invoices
 4. Statements
 5. Deposit slips
 6. Bills of lading
- IV. Knowledge of filing rules and filing procedures
 1. Cards
 2. Letters
- V. Direct dictation to typist

Selection of Students for
Secretarial Practice and Clerical Practice II

Those pupils who continued to maintain a C average in English and to show an aptitude for and an interest in shorthand and met the standards of Stenography II¹ were

¹Program of Studies, op. cit., p. 55.

This course includes the following units:

- I. Review of fundamentals
- II. Analysis of organizational and administrative systems
 - 1. Review of history of management
 - 2. Review of management of business in general
 - 3. Review of management of business in particular
 - 4. Review of management of business in general
 - 5. Review of management of business in particular
 - 6. Review of management of business in general
 - 7. Review of management of business in particular
 - 8. Review of management of business in general
 - 9. Review of management of business in particular
 - 10. Review of management of business in general
 - 11. Review of management of business in particular
 - 12. Review of management of business in general
 - 13. Review of management of business in particular
 - 14. Review of management of business in general
 - 15. Review of management of business in particular
 - 16. Review of management of business in general
 - 17. Review of management of business in particular
 - 18. Review of management of business in general
 - 19. Review of management of business in particular
 - 20. Review of management of business in general
 - 21. Review of management of business in particular
 - 22. Review of management of business in general
 - 23. Review of management of business in particular
 - 24. Review of management of business in general
 - 25. Review of management of business in particular
 - 26. Review of management of business in general
 - 27. Review of management of business in particular
 - 28. Review of management of business in general
 - 29. Review of management of business in particular
 - 30. Review of management of business in general
 - 31. Review of management of business in particular
 - 32. Review of management of business in general
 - 33. Review of management of business in particular
 - 34. Review of management of business in general
 - 35. Review of management of business in particular
 - 36. Review of management of business in general
 - 37. Review of management of business in particular
 - 38. Review of management of business in general
 - 39. Review of management of business in particular
 - 40. Review of management of business in general
 - 41. Review of management of business in particular
 - 42. Review of management of business in general
 - 43. Review of management of business in particular
 - 44. Review of management of business in general
 - 45. Review of management of business in particular
 - 46. Review of management of business in general
 - 47. Review of management of business in particular
 - 48. Review of management of business in general
 - 49. Review of management of business in particular
 - 50. Review of management of business in general
 - 51. Review of management of business in particular
 - 52. Review of management of business in general
 - 53. Review of management of business in particular
 - 54. Review of management of business in general
 - 55. Review of management of business in particular
 - 56. Review of management of business in general
 - 57. Review of management of business in particular
 - 58. Review of management of business in general
 - 59. Review of management of business in particular
 - 60. Review of management of business in general
 - 61. Review of management of business in particular
 - 62. Review of management of business in general
 - 63. Review of management of business in particular
 - 64. Review of management of business in general
 - 65. Review of management of business in particular
 - 66. Review of management of business in general
 - 67. Review of management of business in particular
 - 68. Review of management of business in general
 - 69. Review of management of business in particular
 - 70. Review of management of business in general
 - 71. Review of management of business in particular
 - 72. Review of management of business in general
 - 73. Review of management of business in particular
 - 74. Review of management of business in general
 - 75. Review of management of business in particular
 - 76. Review of management of business in general
 - 77. Review of management of business in particular
 - 78. Review of management of business in general
 - 79. Review of management of business in particular
 - 80. Review of management of business in general
 - 81. Review of management of business in particular
 - 82. Review of management of business in general
 - 83. Review of management of business in particular
 - 84. Review of management of business in general
 - 85. Review of management of business in particular
 - 86. Review of management of business in general
 - 87. Review of management of business in particular
 - 88. Review of management of business in general
 - 89. Review of management of business in particular
 - 90. Review of management of business in general
 - 91. Review of management of business in particular
 - 92. Review of management of business in general
 - 93. Review of management of business in particular
 - 94. Review of management of business in general
 - 95. Review of management of business in particular
 - 96. Review of management of business in general
 - 97. Review of management of business in particular
 - 98. Review of management of business in general
 - 99. Review of management of business in particular
 - 100. Review of management of business in general
- III. Knowledge of how various business functions are made out
 - 1. Planning
 - 2. Organizing
 - 3. Staffing
 - 4. Directing
 - 5. Controlling
 - 6. Evaluating
 - 7. Improving
 - 8. Adapting
 - 9. Innovating
 - 10. Integrating
 - 11. Coordinating
 - 12. Communicating
 - 13. Motivating
 - 14. Leading
 - 15. Managing
 - 16. Supervising
 - 17. Administering
 - 18. Operating
 - 19. Maintaining
 - 20. Repairing
 - 21. Replacing
 - 22. Refining
 - 23. Reorganizing
 - 24. Rebuilding
 - 25. Reconstructing
 - 26. Reestablishing
 - 27. Reinstating
 - 28. Reintegrating
 - 29. Reconnecting
 - 30. Reestablishing
 - 31. Reinstating
 - 32. Reintegrating
 - 33. Reconnecting
 - 34. Reestablishing
 - 35. Reinstating
 - 36. Reintegrating
 - 37. Reconnecting
 - 38. Reestablishing
 - 39. Reinstating
 - 40. Reintegrating
 - 41. Reconnecting
 - 42. Reestablishing
 - 43. Reinstating
 - 44. Reintegrating
 - 45. Reconnecting
 - 46. Reestablishing
 - 47. Reinstating
 - 48. Reintegrating
 - 49. Reconnecting
 - 50. Reestablishing
 - 51. Reinstating
 - 52. Reintegrating
 - 53. Reconnecting
 - 54. Reestablishing
 - 55. Reinstating
 - 56. Reintegrating
 - 57. Reconnecting
 - 58. Reestablishing
 - 59. Reinstating
 - 60. Reintegrating
 - 61. Reconnecting
 - 62. Reestablishing
 - 63. Reinstating
 - 64. Reintegrating
 - 65. Reconnecting
 - 66. Reestablishing
 - 67. Reinstating
 - 68. Reintegrating
 - 69. Reconnecting
 - 70. Reestablishing
 - 71. Reinstating
 - 72. Reintegrating
 - 73. Reconnecting
 - 74. Reestablishing
 - 75. Reinstating
 - 76. Reintegrating
 - 77. Reconnecting
 - 78. Reestablishing
 - 79. Reinstating
 - 80. Reintegrating
 - 81. Reconnecting
 - 82. Reestablishing
 - 83. Reinstating
 - 84. Reintegrating
 - 85. Reconnecting
 - 86. Reestablishing
 - 87. Reinstating
 - 88. Reintegrating
 - 89. Reconnecting
 - 90. Reestablishing
 - 91. Reinstating
 - 92. Reintegrating
 - 93. Reconnecting
 - 94. Reestablishing
 - 95. Reinstating
 - 96. Reintegrating
 - 97. Reconnecting
 - 98. Reestablishing
 - 99. Reinstating
 - 100. Reintegrating
- IV. Knowledge of things which are of business importance
 - 1. Goods
 - 2. Services
 - 3. Money
 - 4. Power
 - 5. Information
 - 6. Knowledge
 - 7. Skills
 - 8. Abilities
 - 9. Attitudes
 - 10. Values
 - 11. Beliefs
 - 12. Opinions
 - 13. Judgments
 - 14. Decisions
 - 15. Actions
 - 16. Reactions
 - 17. Responses
 - 18. Behaviors
 - 19. Performances
 - 20. Outcomes
 - 21. Results
 - 22. Effects
 - 23. Impacts
 - 24. Consequences
 - 25. Repercussions
 - 26. Ramifications
 - 27. Implications
 - 28. Innuendoes
 - 29. Allusions
 - 30. References
 - 31. Allusions
 - 32. References
 - 33. Allusions
 - 34. References
 - 35. Allusions
 - 36. References
 - 37. Allusions
 - 38. References
 - 39. Allusions
 - 40. References
 - 41. Allusions
 - 42. References
 - 43. Allusions
 - 44. References
 - 45. Allusions
 - 46. References
 - 47. Allusions
 - 48. References
 - 49. Allusions
 - 50. References
 - 51. Allusions
 - 52. References
 - 53. Allusions
 - 54. References
 - 55. Allusions
 - 56. References
 - 57. Allusions
 - 58. References
 - 59. Allusions
 - 60. References
 - 61. Allusions
 - 62. References
 - 63. Allusions
 - 64. References
 - 65. Allusions
 - 66. References
 - 67. Allusions
 - 68. References
 - 69. Allusions
 - 70. References
 - 71. Allusions
 - 72. References
 - 73. Allusions
 - 74. References
 - 75. Allusions
 - 76. References
 - 77. Allusions
 - 78. References
 - 79. Allusions
 - 80. References
 - 81. Allusions
 - 82. References
 - 83. Allusions
 - 84. References
 - 85. Allusions
 - 86. References
 - 87. Allusions
 - 88. References
 - 89. Allusions
 - 90. References
 - 91. Allusions
 - 92. References
 - 93. Allusions
 - 94. References
 - 95. Allusions
 - 96. References
 - 97. Allusions
 - 98. References
 - 99. Allusions
 - 100. References
- V. Direct application to practice

Selection of students for
Generalist Practice and Clinical Practice II

Those pupils who continued to maintain a C average
in English and to show an attitude for and an interest in
work and met the standards of stenography II were

encouraged to elect Secretarial Practice. Pupils who did not meet the minimum requirements of Stenography II but who did attain the minimum standard for Typewriting II¹ could elect Clerical Practice II. Pupils who had taken Clerical Practice I, and made a passing grade, could also take a second year of the subject. In 1944-45 with a change in administration there followed a change in the policy of guiding into another field pupils who were not fitted for the business curriculum. Any pupil, regardless, of his aptitudes and interests, could elect business subjects. Previous to this time, also, business pupils, capable of doing the work, were encouraged and advised to elect College Preparatory English rather than Civic English, which pupils in the business area normally elected. With the administration change a schedule rearrangement produced a conflict which prevented these pupils from taking College Preparatory English and Secretarial Practice simultaneously. If there were a possibility of post-secondary education for a pupil, he was advised to take College Preparatory English. The results of this change of policy and scheduling, from the employer's point of view, will be noted later.

It will be noted in the following outline that the same units are included in both Secretarial Practice and

¹Program of Studies, op. cit, p. 48.

announced to about 8000 people. People who did not meet the minimum requirements of Secondary II but who did attend the minimum standards for Secondary II could also attend Practical II. People who had taken Practical I, and made a passing grade, could also take a second year of the subject. In 1944-45 with a change in administration there followed a change in the policy of placing into another field people who were not fitted for the business curriculum. Any pupil, regardless of his activities and interests, could also pursue subjects previous to this time, also, business pupils, capable of doing the work, were encouraged and advised to attend College Preparatory English rather than Basic English, which pupils in the business area normally elected. With the administration change a schedule rearrangement produced a conflict which prevented these pupils from taking College Preparatory English and General English simultaneously. If there were a possibility of post-secondary education for a pupil, he was advised to take College Preparatory English. The results of this change of policy and scheduling, from the reviewer's point of view, will be noted later.

It will be noted in the following outline that the same units are included in both Secondary Practical and

Clerical Practice II. Inasmuch as there are skills, knowledges, attitudes, interests, and ideals which are common to both groups, the content of the courses is identical with the exception of dictation and transcription in Secretarial Practice.

Units included in Secretarial Practice and Clerical Practice II:

- I. Typing techniques
 1. Arrangement of typed matter
 2. Business reports and forms
 3. Rough drafts and proofreading
 4. Statistical reports
 - II. Dictation and transcription
 - III. Procedures in handling mail
 - IV. Filing and alphabetizing
 - V. Personal characteristics, attitudes, and work habits
 - VI. Organization of work and working materials
 - VII. Ordering and storing supplies
 - VIII. Techniques in handling calls and callers
 - IX. Business ethics
 - X. Obtaining a Position
 - XI. Conduct on the Job
 - XII. Use of dictionary and other reference books
 - XIII. Use of office machines
 1. Duplicating
 2. Transcribing
 3. Adding and Calculating
 4. Posting
-

General Practice II. Instruction as to the duties, responsibilities, attitudes, interests, and habits which are common to both groups. The content of the course is identical with the extension of education and vocational training in General Practice.

Units included in General Practice and General

Practice II:

- I. Typing techniques
 1. Arrangement of typed matter
 2. Material and layout
 3. Copying and correcting
 4. Statistical reports
- II. Dictation and transcription
- III. Procedures in handling mail
- IV. Filing and abstracting
- V. Personal correspondence, editing, and work habits
- VI. Organization of work and working materials
- VII. Ordering and storing supplies
- VIII. Techniques in handling calls and calls
- IX. Business ethics
- X. Obtaining a position
- XI. Conduct on the job
- XII. Use of dictionary and other reference books
- XIII. Use of office machines
 1. Typing
 2. Transcribing
 3. Adding and calculating
 4. Posting

Added to the general objectives of the business curriculum, there was the added objective in these terminal courses to help pupils gain maximum command of the knowledge and skills they would need as beginning workers when they obtained employment.

Machines in the Business Department

With the exception of ten typewriters during the last two and a half years, the following machines were available to the students during 1942-1946. In the spring of 1943 ten typewriters were turned over to the government when an appeal was made to the schools of the nation for machines.

50 typewriters

- 1 Dictaphone transcriber
- 1 hand-operated mimeograph
- 1 hand-operated liquid duplicating machine
- 1 ten-key adding-listing machine
- 1 manually-operated key-driven calculator*

*Available to office practice classes only when school office is not using it

As to the general objectives of the business
community, there was the added objective in these ser-
vices to help people find means to the
knowledge and skills they would need as beginning workers
when they obtained employment.

Machines in the Business Department

With the exception of ten typewriters during the
last two and a half years, the following machines were
available to the students during 1952-1953. In the
spring of 1953 ten typewriters were turned over to the
government when an appeal was made to the schools of
the nation for machines.

- 30 typewriters
- 1 Dictaphone transcription
- 1 hand-operated stenograph
- 1 hand-operated 12-15-20-30-40-50-60-70-80-90-100-110-120-130-140-150-160-170-180-190-200-210-220-230-240-250-260-270-280-290-300-310-320-330-340-350-360-370-380-390-400-410-420-430-440-450-460-470-480-490-500-510-520-530-540-550-560-570-580-590-600-610-620-630-640-650-660-670-680-690-700-710-720-730-740-750-760-770-780-790-800-810-820-830-840-850-860-870-880-890-900-910-920-930-940-950-960-970-980-990-1000-1010-1020-1030-1040-1050-1060-1070-1080-1090-1100-1110-1120-1130-1140-1150-1160-1170-1180-1190-1200-1210-1220-1230-1240-1250-1260-1270-1280-1290-1300-1310-1320-1330-1340-1350-1360-1370-1380-1390-1400-1410-1420-1430-1440-1450-1460-1470-1480-1490-1500-1510-1520-1530-1540-1550-1560-1570-1580-1590-1600-1610-1620-1630-1640-1650-1660-1670-1680-1690-1700-1710-1720-1730-1740-1750-1760-1770-1780-1790-1800-1810-1820-1830-1840-1850-1860-1870-1880-1890-1900-1910-1920-1930-1940-1950-1960-1970-1980-1990-2000-2010-2020-2030-2040-2050-2060-2070-2080-2090-2100-2110-2120-2130-2140-2150-2160-2170-2180-2190-2200-2210-2220-2230-2240-2250-2260-2270-2280-2290-2300-2310-2320-2330-2340-2350-2360-2370-2380-2390-2400-2410-2420-2430-2440-2450-2460-2470-2480-2490-2500-2510-2520-2530-2540-2550-2560-2570-2580-2590-2600-2610-2620-2630-2640-2650-2660-2670-2680-2690-2700-2710-2720-2730-2740-2750-2760-2770-2780-2790-2800-2810-2820-2830-2840-2850-2860-2870-2880-2890-2900-2910-2920-2930-2940-2950-2960-2970-2980-2990-3000-3010-3020-3030-3040-3050-3060-3070-3080-3090-3100-3110-3120-3130-3140-3150-3160-3170-3180-3190-3200-3210-3220-3230-3240-3250-3260-3270-3280-3290-3300-3310-3320-3330-3340-3350-3360-3370-3380-3390-3400-3410-3420-3430-3440-3450-3460-3470-3480-3490-3500-3510-3520-3530-3540-3550-3560-3570-3580-3590-3600-3610-3620-3630-3640-3650-3660-3670-3680-3690-3700-3710-3720-3730-3740-3750-3760-3770-3780-3790-3800-3810-3820-3830-3840-3850-3860-3870-3880-3890-3900-3910-3920-3930-3940-3950-3960-3970-3980-3990-4000-4010-4020-4030-4040-4050-4060-4070-4080-4090-4100-4110-4120-4130-4140-4150-4160-4170-4180-4190-4200-4210-4220-4230-4240-4250-4260-4270-4280-4290-4300-4310-4320-4330-4340-4350-4360-4370-4380-4390-4400-4410-4420-4430-4440-4450-4460-4470-4480-4490-4500-4510-4520-4530-4540-4550-4560-4570-4580-4590-4600-4610-4620-4630-4640-4650-4660-4670-4680-4690-4700-4710-4720-4730-4740-4750-4760-4770-4780-4790-4800-4810-4820-4830-4840-4850-4860-4870-4880-4890-4900-4910-4920-4930-4940-4950-4960-4970-4980-4990-5000-5010-5020-5030-5040-5050-5060-5070-5080-5090-5100-5110-5120-5130-5140-5150-5160-5170-5180-5190-5200-5210-5220-5230-5240-5250-5260-5270-5280-5290-5300-5310-5320-5330-5340-5350-5360-5370-5380-5390-5400-5410-5420-5430-5440-5450-5460-5470-5480-5490-5500-5510-5520-5530-5540-5550-5560-5570-5580-5590-5600-5610-5620-5630-5640-5650-5660-5670-5680-5690-5700-5710-5720-5730-5740-5750-5760-5770-5780-5790-5800-5810-5820-5830-5840-5850-5860-5870-5880-5890-5900-5910-5920-5930-5940-5950-5960-5970-5980-5990-6000-6010-6020-6030-6040-6050-6060-6070-6080-6090-6100-6110-6120-6130-6140-6150-6160-6170-6180-6190-6200-6210-6220-6230-6240-6250-6260-6270-6280-6290-6300-6310-6320-6330-6340-6350-6360-6370-6380-6390-6400-6410-6420-6430-6440-6450-6460-6470-6480-6490-6500-6510-6520-6530-6540-6550-6560-6570-6580-6590-6600-6610-6620-6630-6640-6650-6660-6670-6680-6690-6700-6710-6720-6730-6740-6750-6760-6770-6780-6790-6800-6810-6820-6830-6840-6850-6860-6870-6880-6890-6900-6910-6920-6930-6940-6950-6960-6970-6980-6990-7000-7010-7020-7030-7040-7050-7060-7070-7080-7090-7100-7110-7120-7130-7140-7150-7160-7170-7180-7190-7200-7210-7220-7230-7240-7250-7260-7270-7280-7290-7300-7310-7320-7330-7340-7350-7360-7370-7380-7390-7400-7410-7420-7430-7440-7450-7460-7470-7480-7490-7500-7510-7520-7530-7540-7550-7560-7570-7580-7590-7600-7610-7620-7630-7640-7650-7660-7670-7680-7690-7700-7710-7720-7730-7740-7750-7760-7770-7780-7790-7800-7810-7820-7830-7840-7850-7860-7870-7880-7890-7900-7910-7920-7930-7940-7950-7960-7970-7980-7990-8000-8010-8020-8030-8040-8050-8060-8070-8080-8090-8100-8110-8120-8130-8140-8150-8160-8170-8180-8190-8200-8210-8220-8230-8240-8250-8260-8270-8280-8290-8300-8310-8320-8330-8340-8350-8360-8370-8380-8390-8400-8410-8420-8430-8440-8450-8460-8470-8480-8490-8500-8510-8520-8530-8540-8550-8560-8570-8580-8590-8600-8610-8620-8630-8640-8650-8660-8670-8680-8690-8700-8710-8720-8730-8740-8750-8760-8770-8780-8790-8800-8810-8820-8830-8840-8850-8860-8870-8880-8890-8900-8910-8920-8930-8940-8950-8960-8970-8980-8990-9000-9010-9020-9030-9040-9050-9060-9070-9080-9090-9100-9110-9120-9130-9140-9150-9160-9170-9180-9190-9200-9210-9220-9230-9240-9250-9260-9270-9280-9290-9300-9310-9320-9330-9340-9350-9360-9370-9380-9390-9400-9410-9420-9430-9440-9450-9460-9470-9480-9490-9500-9510-9520-9530-9540-9550-9560-9570-9580-9590-9600-9610-9620-9630-9640-9650-9660-9670-9680-9690-9700-9710-9720-9730-9740-9750-9760-9770-9780-9790-9800-9810-9820-9830-9840-9850-9860-9870-9880-9890-9900-9910-9920-9930-9940-9950-9960-9970-9980-9990-10000-10010-10020-10030-10040-10050-10060-10070-10080-10090-10100-10110-10120-10130-10140-10150-10160-10170-10180-10190-10200-10210-10220-10230-10240-10250-10260-10270-10280-10290-10300-10310-10320-10330-10340-10350-10360-10370-10380-10390-10400-10410-10420-10430-10440-10450-10460-10470-10480-10490-10500-10510-10520-10530-10540-10550-10560-10570-10580-10590-10600-10610-10620-10630-10640-10650-10660-10670-10680-10690-10700-10710-10720-10730-10740-10750-10760-10770-10780-10790-10800-10810-10820-10830-10840-10850-10860-10870-10880-10890-10900-10910-10920-10930-10940-10950-10960-10970-10980-10990-11000-11010-11020-11030-11040-11050-11060-11070-11080-11090-11100-11110-11120-11130-11140-11150-11160-11170-11180-11190-11200-11210-11220-11230-11240-11250-11260-11270-11280-11290-11300-11310-11320-11330-11340-11350-11360-11370-11380-11390-11400-11410-11420-11430-11440-11450-11460-11470-11480-11490-11500-11510-11520-11530-11540-11550-11560-11570-11580-11590-11600-11610-11620-11630-11640-11650-11660-11670-11680-11690-11700-11710-11720-11730-11740-11750-11760-11770-11780-11790-11800-11810-11820-11830-11840-11850-11860-11870-11880-11890-11900-11910-11920-11930-11940-11950-11960-11970-11980-11990-12000-12010-12020-12030-12040-12050-12060-12070-12080-12090-12100-12110-12120-12130-12140-12150-12160-12170-12180-12190-12200-12210-12220-12230-12240-12250-12260-12270-12280-12290-12300-12310-12320-12330-12340-12350-12360-12370-12380-12390-12400-12410-12420-12430-12440-12450-12460-12470-12480-12490-12500-12510-12520-12530-12540-12550-12560-12570-12580-12590-12600-12610-12620-12630-12640-12650-12660-12670-12680-12690-12700-12710-12720-12730-12740-12750-12760-12770-12780-12790-12800-12810-12820-12830-12840-12850-12860-12870-12880-12890-12900-12910-12920-12930-12940-12950-12960-12970-12980-12990-13000-13010-13020-13030-13040-13050-13060-13070-13080-13090-13100-13110-13120-13130-13140-13150-13160-13170-13180-13190-13200-13210-13220-13230-13240-13250-13260-13270-13280-13290-13300-13310-13320-13330-13340-13350-13360-13370-13380-13390-13400-13410-13420-13430-13440-13450-13460-13470-13480-13490-13500-13510-13520-13530-13540-13550-13560-13570-13580-13590-13600-13610-13620-13630-13640-13650-13660-13670-13680-13690-13700-13710-13720-13730-13740-13750-13760-13770-13780-13790-13800-13810-13820-13830-13840-13850-13860-13870-13880-13890-13900-13910-13920-13930-13940-13950-13960-13970-13980-13990-14000-14010-14020-14030-14040-14050-14060-14070-14080-14090-14100-14110-14120-14130-14140-14150-14160-14170-14180-14190-14200-14210-14220-14230-14240-14250-14260-14270-14280-14290-14300-14310-14320-14330-14340-14350-14360-14370-14380-14390-14400-14410-14420-14430-14440-14450-14460-14470-14480-14490-14500-14510-14520-14530-14540-14550-14560-14570-14580-14590-14600-14610-14620-14630-14640-14650-14660-14670-14680-14690-14700-14710-14720-14730-14740-14750-14760-14770-14780-14790-14800-14810-14820-14830-14840-14850-14860-14870-14880-14890-14900-14910-14920-14930-14940-14950-14960-14970-14980-14990-15000-15010-15020-15030-15040-15050-15060-15070-15080-15090-15100-15110-15120-15130-15140-15150-15160-15170-15180-15190-15200-15210-15220-15230-15240-15250-15260-15270-15280-15290-15300-15310-15320-15330-15340-15350-15360-15370-15380-15390-15400-15410-15420-15430-15440-15450-15460-15470-15480-15490-15500-15510-15520-15530-15540-15550-15560-15570-15580-15590-15600-15610-15620-15630-15640-15650-15660-15670-15680-15690-15700-15710-15720-15730-15740-15750-15760-15770-15780-15790-15800-15810-15820-15830-15840-15850-15860-15870-15880-15890-15900-15910-15920-15930-15940-15950-15960-15970-15980-15990-16000-16010-16020-16030-16040-16050-16060-16070-16080-16090-16100-16110-16120-16130-16140-16150-16160-16170-16180-16190-16200-16210-16220-16230-16240-16250-16260-16270-16280-16290-16300-16310-16320-16330-16340-16350-16360-16370-16380-16390-16400-16410-16420-16430-16440-16450-16460-16470-16480-16490-16500-16510-16520-16530-16540-16550-16560-16570-16580-16590-16600-16610-16620-16630-16640-16650-16660-16670-16680-16690-16700-16710-16720-16730-16740-16750-16760-16770-16780-16790-16800-16810-16820-16830-16840-16850-16860-16870-16880-16890-16900-16910-16920-16930-16940-16950-16960-16970-16980-16990-17000-17010-17020-17030-17040-17050-17060-17070-17080-17090-17100-17110-17120-17130-17140-17150-17160-17170-17180-17190-17200-17210-17220-17230-17240-17250-17260-17270-17280-17290-17300-17310-17320-17330-17340-17350-17360-17370-17380-17390-17400-17410-17420-17430-17440-17450-17460-17470-17480-17490-17500-17510-17520-17530-17540-17550-17560-17570-17580-17590-17600-17610-17620-17630-17640-17650-17660-17670-17680-17690-17700-17710-17720-17730-17740-17750-17760-17770-17780-17790-17800-17810-17820-17830-17840-17850-17860-17870-17880-17890-17900-17910-17920-17930-17940-17950-17960-17970-17980-17990-18000-18010-18020-18030-18040-18050-18060-18070-18080-18090-18100-18110-18120-18130-18140-18150-18160-18170-18180-18190-18200-18210-18220-18230-18240-18250-18260-18270-18280-18290-18300-18310-18320-18330-18340-18350-18360-18370-18380-18390-18400-18410-18420-18430-18440-18450-18460-18470-18480-18490-18500-18510-18520-18530-18540-18550-18560-18570-18580-18590-18600-18610-18620-18630-18640-18650-18660-18670-18680-18690-18700-18710-18720-18730-18740-18750-18760-18770-18780-18790-18800-18810-18820-18830-18840-18850-18860-18870-18880-18890-18900-18910-18920-18930-18940-18950-18960-18970-18980-18990-19000-19010-19020-19030-19040-19050-19060-19070-19080-19090-19100-19110-19120-19130-19140-19150-19160-19170-19180-19190-19200-19210-19220-19230-19240-19250-19260-19270-19280-19290-19300-19310-19320-19330-19340-19350-19360-19370-19380-19390-19400-19410-19420-19430-19440-19450-19460-19470-19480-19490-19500-19510-19520-19530-19540-19550-19560-19570-19580-19590-19600-19610-19620-19630-19640-19650-19660-19670-19680-19690-19700-19710-19720-19730-19740-19750-19760-19770-19780-19790-19800-19810-19820-19830-19840-19850-19860-19870-19880-19890-19900-19910-19920-19930-19940-19950-19960-19970-19980-19990-20000-20010-20020-20030-20040-20050-20060-20070-20080-20090-20100-20110-20120-20130-20140-20150-20160-20170-20180-20190-20200-20210-20220-20230-20240-20250-20260-20270-20280-20290-20300-20310-20320-20330-20340-20350-20360-20370-20380-20390-20400-20410-20420-20430-20440-20450-20460-20470-20480-20490-20500-20510-20520-20530-20540-20550-20560-20570-20580-20590-20600-20610-20620-20630-20640-20650-20660-20670-20680-20690-20700-20710-20720-20730-20740-20750-20760-20770-20780-20790-20800-20810-20820-20830-20840-20850-20860-20870-20880-20890-20900-20910-20920-20930-20940-20950-20960-20970-20980-20990-21000-21010-21020-21030-21040-21050-21060-21070-21080-21090-21100-21110-21120-21130-21140-21150-21160-21170-21180-21190-21200-21210-21220-21230-21240-21250-21260-21270-21280-21290-21300-21310-21320-21330-21340-21350-21360-21370-21380-21390-21400-21410-21420-21430-21440-21450-21460-21470-21480-21490-21500-21510-21520-21530-21540-21550-21560-21570-21580-21590-21600-21610-21620-21630-21640-21650-21660-21670-21680-21690-21700-21710-21720-21730-21740-21750-21760-21770-21780-21790-21800-21810-21820-21830-21840-21850-21860-21870-21880-21890-21900-2

CHAPTER III

Procedure Followed in Making the Study

In order to gather the necessary information to evaluate the business curriculum at Laconia High School, it was decided, as has been stated previously, to send out a check-type questionnaire (sample, page 7) accompanied by an explanatory letter (sample, page 8) to those pupils who had had at least three years' work in business subjects and were graduated from Laconia High School. A second questionnaire (sample, page 9) would be sent to the business men who were employing these graduates, as indicated by the returns of the first questionnaire.

After a study of several questionnaires of a similar nature, a list of common office activities performed by beginning workers was prepared. This questionnaire was submitted to three business teachers who were co-workers of the writer. These teachers had had practical business experience and twelve or more years' teaching experience. It was also submitted to an experienced personnel manager of a firm employing over 300 clerical workers. Finally it was discussed with twelve office practice seniors who had had summer and part-time jobs of a clerical nature. The final questionnaire incorporated suggestions and

revisions made by the persons to whom the preliminary form was submitted. The questionnaire to be sent to the business men was submitted to the same three business teachers and personnel manager and to two other business men who employed three and five clerical workers each. The questionnaire and letter were sent to individuals or firms where the graduates were employed.

A list of the business graduates was compiled from office records and from records kept by the writer who had assumed certain placement duties in lieu of other employment facilities in the school. In spite of a constant revision of the writer's card file, the addresses of some graduates were not up to date. The list was submitted to members of the two upper classes in the high school through the English classes, and corrections were made by members acquainted with the graduates.

To enlist their cooperation and in the hope that they in their turn would respond to a similar follow-up in the future, the senior office practice classes of 1946-1947 were told of the survey and what the writer hoped to accomplish by it. Twelve members of the secretarial practice class helped in preparing the material to be sent out. One member set up the copy for the questionnaires, cut stencils, and ran the necessary copies. Two others addressed envelopes. Another pupil duplicated return envelopes. Still another

set up and cut the stencil for a letter to accompany the questionnaire, explaining its purpose. Other members prepared the letters for delivery or mailing. A large percentage of the questionnaires was delivered by members of the senior office practice classes who knew or lived near the graduates. The questionnaires were also returned by the seniors, although in some instances the graduates preferred to mail them directly to the writer. It was felt that this method of delivering would serve a two-fold purpose--a greater number of returns would be brought in through the personal contact and the seniors would be given experience in contacting and meeting office workers.

This questionnaire was sent to 133 boys and girls who were graduated from the business curriculum during the years 1942-1946. Within three weeks 73, or 55.7 per cent, had been returned. A follow-up was made by means of a card (page 22) or a second call by the senior who delivered the questionnaire. As a result of this follow-up, 30 more, or 22.9 per cent, were returned, making a total of 103, or 78.6 per cent. During the next four weeks 8, or 6.1 per cent, more were returned. In a final effort another letter (page 23), a stamped return envelope, and a second copy of the questionnaire were sent to the remaining 20. Nine, or 6.9 per cent, replied to this letter. To sum

Sample of Card Follow-up

A short time ago I sent you a questionnaire about certain details of the work you are doing. If you feel that it is not possible for you to fill in the time you spend on certain activities, you could help a great deal if you would just check the activities you do and send the sheet back to me.

(Signed) _____

Laconia High School
Laconia, New Hampshire
July 10, 1948

Dear

You have probably overlooked my request for information on the questionnaire I sent you, or possibly you found it difficult at the time to reply. You remember that I am concerned with trying to find out how we can help both present and future pupils of Laconia High School receive adequate training and preparation for jobs.

You may be sure that what you tell me will be treated in strict confidence and be used in generalized form only.

I am sure you will want to contribute your share towards this survey which is trying to help Laconia High School students. I am enclosing another questionnaire in case you have mislaid the previous one.

May I count on your cooperation?

Sincerely,

Enc.

up, 120, or 91.6 per cent completed questionnaires were returned from which statistics and necessary information could be obtained for working out the problem being investigated.

TABLE I

a. Questionnaires Sent and Returns Received

Number Graduating from the Business Curriculum (1942-1946)

| | | | | |
|-----|---|--|------------------------------------|--------------------------|
| : | <u>Number of Questionnaires Sent to Graduates</u> | | | |
| : | : | <u>Number of Questionnaires Returned</u> | | |
| : | : | : | <u>No. Using Business Training</u> | |
| : | : | : | : | <u>Number Not Using</u> |
| : | : | : | : | <u>Business Training</u> |
| : | : | : | : | : |
| 133 | 133 | 120 | 106 | 14 |

b. Distribution of Returns Received

| First Mailing | | Second Mailing | | Third Mailing | | Total | |
|---------------|----------|----------------|----------|---------------|----------|-------|----------|
| No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent |
| 73 | 55.7 | 38 | 29.0 | 9 | 6.9 | 120 | 91.6 |

Results of Replies Received from Graduates

An investigation of the 120 completed questionnaires revealed that 14, or 12 per cent, had not entered occupations where their business training had been a particularly predominating factor, as far as any information could be obtained from their blanks. All 14 checked the business subjects taken in high school; but, with one exception, none apparently saw any connection between his business training and his present occupation. The exception was a housewife who said her training in bookkeeping helped her in budgetting and keeping accounts and that she felt she could make use of her business education if she ever had to go to work. An examination of the occupations entered will reveal that business subjects could be contributing factors in succeeding in those occupations; but as the graduates evidently could not, or did not, recognize this, no conclusions can be drawn as to the value of their business training.

TABLE II

Occupations of the 14 Graduates Entering
Occupations Other Than Clerical or Stenographic

| <u>Activity</u> | <u>Number Employed</u> |
|--------------------|----------------------------|
| Store Clerk | 1 |
| Factory Worker | 4 |
| Telephone Operator | 4 |
| Housewife | 4 |
| Housework | 1 |

Activities Performed by Graduates

Inasmuch as one of the purposes of the study is to try to ascertain whether the skills and abilities being taught are used by the graduates on their jobs, an examination of the replies received was made of the kinds of office activities performed and whether the activity was a major or minor one in a day's work. If the activity is one that is performed regularly (daily), it has been considered a major one; if performed occasionally (once a week or monthly, as the making out of bills and statements), then the activity has been considered a minor one. Nineteen of the 120, or 15.8 per cent, checked the activity as being performed; but either said they could not estimate the time involved or ignored that part of the blank.

Table III shows the dictation and transcription results obtained from the questionnaires.

TABLE III

Dictation and Transcription Activities

| Activity | Number Performing | | Activity | | | |
|-------------------------------------|-------------------|----------|-----------|----------------|-----------|----------------|
| | No. | Per Cent | Major No. | Major Per Cent | Minor No. | Minor Per Cent |
| Dictation | 40 | 37.7 | 31 | 77.5 | 7 | 17.5 |
| Transcription from short-hand notes | 40 | 37.7 | 30 | 75.0 | 7 | 17.5 |
| from records | 8 | .075 | 6 | 75.0 | 3 | 37.5 |

As has been noted previously a pupil taking the business curriculum may elect Stenography I and II and Secretarial Practice in his 10th, 11th, and 12th years respectively. The length of time devoted to shorthand instruction has long been a debatable issue among secondary school educators,¹ many questioning the excessive length of time spent in relation to the number who will use the training on their jobs. The results of this survey seem to raise the same question. Table III would indicate that of the pupils surveyed a small percentage, 37.7, have ever used a skill on the development of which they spent two full years and part of a third.

¹Estelle L. Popham, "Courses of Study in Shorthand," The American Business Education Yearbook, IV (1947), p. 280.

Of the 31 who indicated dictation and transcription were major activities in their positions, 9 had additional training in business subjects: 3 taking refresher courses in shorthand in government classes in Washington during the War; 6 going to business schools from 3 to 11 months. Five of the 31 are not working in the locality surveyed: 2 are working in Washington; 1, in Providence, Rhode Island; 1, in Worcester, Massachusetts; 1, in Plymouth, New Hampshire. The conclusion, drawn from this part of the survey, seems to be that the time spent in the development of the skill is disproportionate to the demand for it in the community.

Machine Activities

In the questionnaire where there was an opportunity to list other machines used, there was a wide scattering of specialized machines.¹ Such a small percentage of students would need a working knowledge of these machines that time spent in developing skill would not be justified.

¹Appendix, p. 55.

TABLE IV
Machine Operation

| Machine | Number Performing | | Activity | | | |
|-------------|-------------------|----------|----------|----------|-----|----------|
| | No. | Per Cent | No. | Per Cent | No. | Per Cent |
| Typewriter | 70 | 66.0 | 50 | 71.4 | 1 | 1.4 |
| Mimeograph | 6 | .056 | 3 | 5 | 1 | 1.6 |
| Duplicator | 13 | .122 | 6 | 46.0 | 3 | 23.0 |
| Calculator | 17 | .16 | 12 | 70.5 | 1 | 5.0 |
| Adding | 47 | .44 | 31 | 65.9 | 8 | 19.0 |
| Billing | 11 | .103 | 2 | 18.1 | 1 | 9.0 |
| Bookkeeping | 0 | | | | | |
| Addressing | 0 | | | | | |

It is evident from Table IV that the typewriter is the machine used to the greatest extent. In Table V the kinds of typing done by the graduates is tabulated to help ascertain what typing activities should be given major attention in the courses where typing is taught.

TABLE V
Kinds of Typewriting Performed

| Kinds of Typewriting | Number Performing | | Activity | | | |
|----------------------|-------------------|----------|----------|----------|-----|----------|
| | No. | Per Cent | No. | Per Cent | No. | Per Cent |
| Letters | 52 | .742 | 27 | 51.9 | 2 | 3.8 |
| Business Reports | 33 | .471 | 20 | 60.6 | 4 | 12.1 |
| Rough Draft | 18 | .257 | 15 | 83.3 | 1 | 5.5 |
| Envelopes | 38 | .542 | 25 | 65.7 | 3 | 7.1 |
| Cards | 31 | .442 | 20 | 64.5 | 2 | 6.4 |
| Bills | 28 | .40 | 19 | 67.8 | 5 | 17.8 |
| Statements | 24 | .342 | 14 | 4.1 | 14 | 58.3 |

The returns tabulated here would indicate that emphasis should be given to the following typing activities in the order listed:

1. Letters
2. Envelopes
3. Business reports
4. Cards
5. Bills
6. Rough draft
7. Statements

Under the heading "other kinds of typing" on the questionnaire, a great many activities were mentioned in more or less detail.¹ These were performed by such a small percentage of the graduates and were, in many cases, of such a specialized nature that training in them would not be justified for the classes.

Although the operation of an adding machine was a major activity for 44 per cent of those replying, none of them indicated, in the place provided for it, that further training in the use of the adding machine would have been helpful.

Four of the 17 who use the calculator in their work indicated that more practice in using it would have been desirable for them.

¹Appendix, p. 56.

TABLE VI
Other Activities Performed

| Activity | Number Performing | | Activity | | | |
|---------------------|-------------------|----------|-----------|----------------|-----------|----------------|
| | No. | Per Cent | Major No. | Major Per Cent | Minor No. | Minor Per Cent |
| Filing | 62 | .58 | 53 | .50 | 9 | .08 |
| System: | | | | | | |
| Alphabetic | 30 | | | | | |
| Numeric | 16 | | | | | |
| Subject | 1 | | | | | |
| Geographic | 1 | | | | | |
| Did not specify | 20 | | | | | |
| Naval | 1 | | | | | |
| Answering telephone | 60 | .566 | 51 | .48 | 9 | .08 |
| Receiving callers | 37 | .349 | 31 | .29 | 6 | .56 |

Over half of the graduates are concerned with filing procedures and for half of them it is an activity they perform every day. Likewise, answering the telephone is an important activity for over half of them.

Additional Subjects Graduates Wish They Had Taken in High School

It was felt that the answers to the question "What additional business subjects do you wish you had taken, or could have taken, in high school?" would help in evaluating the present offering and in ascertaining whether it might be advisable to add or drop certain subjects.

Fourteen wrote "none" after the question, and 27 left it blank. Table VII on the following page shows the subjects listed by those who did answer the question. It will be evident from the table that no definite conclusions or recommendations can be made from such a small number of scattered results. Apparently individuals discovered a lack in their training that could have been overcome for them by special emphasis in certain phases. There was nothing to indicate from the returns, however, that the majority of graduates felt the same lack.

According to the returns in Table III (page 27) only forty of 106 graduates used shorthand and transcribed in their jobs. Yet according to Table VII 13 more wished they had taken stenography, while another 4 wished they could have gone on with it. It would be an interesting and worthwhile study to find out why these people felt that way--whether there were opportunities to use

shorthand that they were unable to take because of lack of knowledge and whether there were more demands for stenographers than the questionnaires or interviews revealed.

TABLE VII

Additional Subjects Graduates Wish
They Had Taken in High School

Business

| | <u>1</u> | <u>2</u> | <u>3</u> |
|------------------------------|----------|----------|----------|
| Bookkeeping | 4 | 3 | |
| Stenography | 4 | 13 | |
| Business machines | | | |
| Calculator | 4 | | |
| Billing | | 4 | |
| Comptometer | | | 1 |
| Electromatic typewriter | | | 1 |
| Filing | 3 | | |
| Dictaphone operation | | 1 | |
| Advertising and Salesmanship | | 4 | |
| Secretarial Practice | | 1 | |
| More drill in typing figures | 2 | | |
| Commercial Law* | | 4 | |
| Personality Development | 1 | | |
| Occupations | | | 1 |
| Spelling and vocabulary | 3 | | |

1. Graduates listed in this column had work in the subject listed and either desired more or were advised not to continue.
2. Graduates listed in this column had the opportunity to take the subject and did not.
3. Subject or equipment not available.

*Commercial Law was dropped from the curriculum in 1944 because of lack of sufficient enrolment.

Academic

| | |
|-------------|---|
| Mathematics | 1 |
| Science | 2 |
| Biology | 1 |
| Chemistry | 3 |
| Spanish | 1 |
| Physics | 1 |
| Algebra | 2 |
| French | 2 |
| Latin | 2 |

In the list above, two of the three who wished they had taken chemistry are now working in doctors' offices. One of the two who wished she had taken French is working in an office where many of the customers are French-speaking people. Thus the need for training in these fields did not become evident until after the graduate secured her job. This might well be true in the other cases also.

Results of Employer Questionnaires and Interviews

"The operation of the schools is undoubtedly the largest and most important business in the world. Today's pupils are tomorrow's leaders of industry, education, and science. They are also tomorrow's failures."¹ The establishment of a close relationship between schools and industry can help prevent some of the failures. A report from the business men, regarding the progress of a graduate on his first job, will help indicate whether the training has been satisfactory. A report or interview with the business men can give the schools first-hand knowledge of what is expected of a beginner and also of any deficiency there may be in the curriculum.

With this in mind the writer sent letters and questionnaires and sought interviews with the employers of the graduates. There were 41 different employers: 34 employed 1 graduate each; 3 employed 4 each; 3, 2 each; and 1 employed 49. In addition 4 graduates were in business for themselves. All the employers interviewed gave very generously of their time and expressed gratification that an opportunity was being given them to make suggestions and recommendations. Several business men preferred to

¹F. W. Michel, "Responsibility of the Business Man," The American Business Education Yearbook, IV (1947), pp. 115-8.

fill in the questionnaires and mail them, and eight of the forty-five employers were out of town. However, in all cases but one the blank was completed adequately with very extensive comments. Only one employer refused to rate his two workers, limiting his comments to saying they were willing and cooperative.

It might be well to sketch in briefly the interview the writer had with the personnel manager of the firm employing 49 of the graduates who returned the questionnaires. The personnel manager and his assistant spent about an hour discussing the graduates from personal knowledge of their work, ability, skills, and personality. A very complete record card is kept of each worker by his immediate supervisor, and these were referred to and shown to the writer. As none of the graduates under discussion worked directly for the personnel manager, his criticism dealt chiefly with personality traits. He felt there was a lack in a number of cases in poise and clarity on the telephone and in the ability to respond adequately when confronted with problems over the phone. He also spoke of the need of instilling in young workers a willingness to do "office housekeeping"--which many of them seem to feel is beneath them, as he put it, or do not see the need of such activities. It is his practice to give a short piece of rough draft copy to a prospective

office employee and ask to have it typed as accurately and as quickly as possible. In too many cases poor work resulted because of nervousness and lack of self-confidence. He felt that the school could do something to prepare the young workers for situations of this kind. Naming two or three of the graduates who are superior workers in all respects, especially in stenography, he said that the school had not trained workers like them in the last two or three years. The workers referred to were in the upper third of their classes and were pupils who had been able because of ability and scheduling to take College Preparatory English and other academic subjects simultaneously with their business subjects. (See page 16) Several other employers made the same statement about their employees. In every case the employees referred to were in the same classification as those mentioned here.

As an added check, the personnel manager had completed questionnaires on twenty-five of the workers sent to the writer. These workers were employed in the following capacities:

| | |
|---------------------------|--------------------------|
| Typists | Tool order clerks |
| Cost clerks | Clerical workers |
| Time keepers | Billing machine operator |
| Stock record clerks | Stock chaser |
| Receptionist | File clerk |
| Stenographers | Bookkeeper |
| Key punch operators (IBM) | Payroll clerk |

Table VI shows the results of their ratings by immediate supervisors. It will be noted that none were rated "poor," nor were any "dismissed." This does not necessarily mean that certain individuals might not have been weak or poor in certain activities. It means, in most cases, preliminary screening by the personnel department of the firm. In other cases it could have been the result of the abnormal conditions of the years of the survey. The firm did war work and like many industries in similar circumstances employed workers of a caliber that they would not have tolerated in normal times.

TABLE VIII

Ratings of 25 Workers by Supervisors

| | <u>Superior</u> | | <u>Fair</u> | | <u>Dismissed</u> |
|---|-----------------|----|-------------|---|------------------|
| | <u>Good</u> | | <u>Poor</u> | | |
| Ability to follow directions | 7 | 15 | 3 | 0 | 0 |
| Ability to accomplish work rapidly and accurately | 6 | 16 | 3 | 0 | 0 |
| Amount of work accomplished | 4 | 18 | 2 | 0 | 0 |
| Accuracy in typing | 6 | 7 | 0 | 0 | 0 |
| " " spelling | 6 | 5 | 0 | 0 | 0 |
| " " punctuation | 6 | 3 | 0 | 0 | 0 |
| " " simple mathematics | 2 | 10 | 0 | 0 | 0 |
| Ability to learn new work | 5 | 16 | 4 | 0 | 0 |
| " " type mailable letters | 4 | 3 | 0 | 0 | 0 |
| " " " acceptable carbons | 5 | 4 | 0 | 0 | 0 |
| " " make good corrections | 5 | 6 | 0 | 0 | 0 |
| Courtesy in meeting public | 4 | 10 | 0 | 0 | 0 |
| Poise and clarity on telephone | 6 | 15 | 4 | 0 | 0 |
| Neatness in dress and person | 9 | 15 | 1 | 0 | 0 |
| Ability to take criticism and profit from it | 3 | 20 | 2 | 0 | 0 |
| Ability to work without supervision | 5 | 14 | 6 | 0 | 0 |
| Interest in work and business | 8 | 16 | 1 | 0 | 0 |
| Ability to get along with fellow workers | 12 | 13 | 0 | 0 | 0 |
| Poise and self-control at work | 10 | 15 | 0 | 0 | 0 |
| Attendance record | 19 | 5 | 1 | 0 | 0 |

TABLE IX

Results Obtained from Other Employers

| | | <u>Superior</u> | <u>Fair</u> | <u>Dismissed</u> | |
|--|----|-----------------|-------------|------------------|---|
| | | <u>Good</u> | <u>Poor</u> | | |
| Ability to Follow directions | 11 | 10 | 2 | 0 | 0 |
| Ability to accomplish work accurately and rapidly | 10 | 11 | 3 | 0 | 0 |
| Amount of work accomplished | 10 | 10 | 2 | 0 | 0 |
| Accuracy in typing | 10 | 10 | 3 | 0 | 0 |
| " " punctuation | 10 | 10 | 4 | 1 | 0 |
| " " spelling | 9 | 10 | 4 | 1 | 0 |
| " " simple mathematics | 9 | 11 | 2 | 1 | 0 |
| Ability to learn new work | 9 | 11 | 2 | 0 | 0 |
| " " type mailable letters | 12 | 8 | 2 | 0 | 0 |
| " " " acceptable carbons | 13 | 8 | 2 | 0 | 0 |
| Courtesy in meeting public | 9 | 11 | 1 | 1 | 0 |
| Poise and clarity on telephone | 9 | 8 | 5 | 1 | 0 |
| Neatness in dress and person | 14 | 4 | 2 | 1 | 0 |
| Ability to make good corrections in typed material | 11 | 10 | 3 | 0 | 0 |
| Ability to work without supervision | 7 | 13 | 3 | 0 | 0 |
| Ability to take criticism and profit from it | 7 | 12 | 1 | 1 | 0 |
| Interest in work and business | 11 | 9 | 3 | 0 | 0 |
| Ability to get along with fellow workers | 10 | 12 | 1 | 0 | 1 |
| Poise and self-control at work | 7 | 12 | 4 | 1 | 0 |
| Attendance record | 15 | 7 | 1 | 0 | 0 |

To supplement the evaluation (Table IX) the business men made of their employees, the following additional criticisms, comments, and recommendations were made:

". . . .The school might emphasize the importance of what one is doing and why. Many times our new stenographers in a law office type nonsense and do not bother to ask whether it sounds right or is understandable. . . . A little more intellectual curiosity would help."

"Teach the importance of taking responsibility."

"More office experience in actual procedure would be desirable."

"Need for greater skill in simple mathematics." (Three added this criticism.)

"At first she showed lack of poise in meeting public but improved."

"This girl was a better-than-average worker, especially at her major task of receptionist. Apparently the school did a very good job in training her."

"Very fine and dependable employees."

"Some training on the comptometer would be helpful."

"An excellent employee. As individuals we can't have everything; however, her poise could have been improved, we feel."

"More work in spelling and punctuation."

"Turn out more like her." (Five added this.)

"At first had poor telephone technique." (In effect this criticism was made by several other employers.)

To implement the evaluation (Table I) the business

was made of their responses, the following additional

criticism, comments, and recommendations were noted:

"... The school might consider the
importance of what one is doing and why. Just
the same, the school should be in a low office
type manner and do not bother to ask whether
it sounds right or is understandable. . . . A
little more theoretical criticism would help."

"Teach the importance of being practical-
ity."

"More office experience in actual procedure
could be desirable."

"Good for greater skill in study rather
than. . . (These added this criticism.)"

"At times the speed of work is
rather slow but improved."

"This kind of a letter-like-variant format,
especially at the end of a lesson,
however, the school did a very good job in
writing her."

"Very fine and thorough employee.
Some training on the computer would
be helpful."

"An excellent employee. As individuals
we can't have everything, however, her case
could have been improved, as well."

"One work in writing and organization."

"The one who like her." (This added this.)

"At times the good telephone technique. The
effect this criticism was made by several other
employees."

Only one business man expressed himself as dissatisfied with the speed and accuracy of his employees in typing. It will be noted, however, that there seems to be evidence that the school might profitably spend more time on personality development with special emphasis on training in meeting the public, telephone technique, and the importance of assuming responsibility. "In almost all surveys of this kind both employers and employees agree that there should be greater emphasis on the fundamentals of arithmetic and spelling."¹ This survey was no exception. Several employers did emphasize those points. The graduates themselves, however, failed to recognize the need of additional training in this field. (Table VII, page 33) One graduate in a personal letter attached to her questionnaire did make a strong plea for a review of fundamentals of arithmetic in the senior year.

¹J. Frank Dame and others. Prognosis, Guidance, and Placement in Business Education, p. 201.

Only one witness has answered directly as to
whether the witness was present at the time
in question. It will be noted, however, that there seems
to be evidence that the witness was not present at the
time of the allegedly relevant conversation with the
witness as testified in the public, telephone
conversations, and the importance of the witness's responsibility.
"In almost all surveys of this kind both employers and
employees agree that there should be greater emphasis
on the fundamentals of arithmetic and spelling."
This survey was also conducted. Several employees did
emphasize these points. The graduates themselves,
however, failed to recognize the need of additional
training in this field. (Table VII, page 35) The
testimony in a personal letter referred to in question-
naire did make a strong plea for a review of fundamentals
of arithmetic in the senior year.

CHAPTER IV

Conclusions

The two major objectives of this study were to try to ascertain

1. Whether the business curriculum at Laconia High School has been meeting the needs of business and
2. Whether the graduates are using the skills and abilities the school tried to develop.

The results of the questionnaires and interviews from the employers of the graduates indicate that on the whole beginning workers are meeting their needs and that the business curriculum is adequate for training beginning workers in subject skills and abilities. Many employers felt, however, that additional emphasis would be desirable in certain phases of the training; for example, in the technique of handling calls and callers. The importance of desirable work habits and attitudes and the developing of the ability to assume responsibility needs to be instilled in young workers by constant discussion, example, and practice. Several employers hoped the school would continue to turn out beginning workers as efficient as the ones they were now employing.

CHAPTER IV

Conclusions

The two major objectives of this study were to

try to ascertain

1. Whether the business curriculum at Lincoln
High School has been meeting the needs of
business and

2. Whether the graduates are using the skills
and abilities the school tried to develop.

The results of the questionnaire and interviews

from the employers of the graduates indicate that on

the whole beginning workers are meeting their needs

and that the business curriculum is adequate for train-

ing beginning workers in subject skills and abilities.

Many employers felt, however, that additional emphasis

would be desirable in certain phases of the training:

For example, in the technique of handling calls and

calls. The importance of establishing work habits and

attitudes and the developing of the ability to assume

responsibility seems to be qualified to young workers

by constant observation, example, and practice. Several

employers noted the school would continue to turn out

beginning workers as efficient as the ones they were

now employing.

A comparison between the units of work outlined for the business courses and the various office activities that the graduates perform indicates that the skills and abilities developed are being used, but that more training should be given in simple mathematics and on machines used in connection with mathematical processes.

A comparison between the units of work outlined
for the business classes and the various office work-
units show that the procedures mentioned indicate that the
skills and abilities developed are being used, but that
more training should be given in all the mentioned and
on methods used in connection with administrative processes.

Recommendations

From the results of this survey, the writer feels justified in making the following recommendations:

1. That a course in personality development should be taught. Pupils should be shown how to dress, care for their hands and nails, dress their hair to suit their type, sit, walk, and stand correctly, meet people, introduce people, and talk over the telephone. Discussion and reading assignments alone can not adequately educate in this phase of activity.
 2. That actual telephone equipment be acquired. Inasmuch as using the telephone is a major activity for such a large proportion of beginning workers in the community, a strong effort should be made to procure at least two telephones with batteries. With actual equipment real situations could be set up. Skill and ease could be acquired through frequent use and practice and remedial work.
 3. That additional calculating machines are needed. The present equipment of machines used in connection with mathematical processes is wholly inadequate for proper instruction and practice.
 4. That rearrangement of parts of the schedule is necessary. The schedule should be arranged in the manner in which it has been in the past so that pupils with sufficient ability could elect College Preparatory English and Secretarial Practice simultaneously.
 5. That pupils be placed in courses compatible with their aptitudes and interests. Pupils are happier and do better work if they are taking subjects for which they have an aptitude. For their future well-being pupils should be helped and guided into the field where their interests, aptitudes, and past performance indicate they can expect some success.
-

Conclusions

From the results of this survey, the writer feels

is listed in order the following recommendations:

1. That a course in general health development should be required. This course should be given to all students in the first year of college. It should include the study of the human body, its functions, and the effects of disease. It should also include the study of the human mind, its functions, and the effects of mental disease. This course should be given to all students in the first year of college.
2. That physical education should be required. This course should be given to all students in the first year of college. It should include the study of the human body, its functions, and the effects of disease. It should also include the study of the human mind, its functions, and the effects of mental disease. This course should be given to all students in the first year of college.
3. That additional educational facilities should be provided. This course should be given to all students in the first year of college. It should include the study of the human body, its functions, and the effects of disease. It should also include the study of the human mind, its functions, and the effects of mental disease. This course should be given to all students in the first year of college.
4. That the curriculum of the college should be revised. This course should be given to all students in the first year of college. It should include the study of the human body, its functions, and the effects of disease. It should also include the study of the human mind, its functions, and the effects of mental disease. This course should be given to all students in the first year of college.
5. That the college should be given more money. This course should be given to all students in the first year of college. It should include the study of the human body, its functions, and the effects of disease. It should also include the study of the human mind, its functions, and the effects of mental disease. This course should be given to all students in the first year of college.

BIBLIOGRAPHY

Abrams, Ray, and others. "The Functions of Placement and Follow-up in Cooperating with Business." The American Business Education Yearbook, I (1944), pp. 201-218.

Allen, Richard D. "Continuous Follow-up Survey in the Senior High School." Occupations: The Vocational Guidance Magazine, X (December, 1931), pp. 105-110.

Barnhart, Earl W. "Follow-up in the Office Training Course." Occupations: The Vocational Guidance Magazine, XVII (February, 1939), pp. 166-168.

Benson, Dudley W. "Follow-up--How? How Much?" The Balance Sheet, XXIV (September, 1942), pp. 14-16.

Broom, M. E. Educational Statistics for Beginning Students. New York: American Book Company, 1936. xviii+318 pp.

Burton, R. J. "A Follow-up Study of the Graduates of the Wausau, Wisconsin, High School." Unpublished Master's Thesis, University of Iowa, 1939. 91 pp.

Charters, W. W., and Whitley, I. A Study of Secretarial Duties and Traits. Baltimore: Williams and Wilkins, 1923. 186 pp.

Colvin, A. O. "A Statement of Objectives." The American Business Education Yearbook, III (1946), pp. 3-23.

Crooks, Margaret. "Five-Year Student Follow-up Plan." The Business Education World, XX (May and June, 1940), pp. 745-747, 847-849.

Dame, J. Frank, Brinkman, Albert R., and Weaver, Wilbur. Prognosis, Guidance, and Placement in Business Education. New York: South-Western Publishing Company, 1944. pp. 185-213.

Dingman, Erwin, and others. "Items Included in Follow-up Studies." The Journal of Higher Education, XII (May, 1942), p. 268.

Donlan, Violette I. "Why Business Graduates Fail or Succeed." The Journal of Business Education, XVII (November, 1941), pp. 29-30.

Enterline, H. G. "Factors Involved in Attaining Higher Standards of Achievement in Business Subjects." The American Business Education Yearbook, II (1945), pp. 26-57.

Forrester, Gertrude. Methods of Vocational Guidance. Boston: D. C. Heath and Company, 1944. pp. 303-386.

Ginn, Susan J. "An Effectively Organized Placement and Follow-up System." Eastern Commercial Teachers Association Yearbook, XIV (1941), pp. 352-354.

Hayes, Byron C., Landy, Edward, and Beery, John R. "The School Follows Through." The Bulletin of the National Association of Secondary School Principals. XXV, No. 101 (November, 1941), Washington: National Association of Secondary School Principals. pp. 5-121.

Haynes, Benjamin R., and Humphrey, Clyde W. Research Applied to Business Education. Boston: The Gregg Publishing Company, 1939. ix+pp. 200.

_____ and Graham, Jessie. Research in Business Education. Los Angeles: C. C. Crawford, 1932. iv+pp. 221.

Hickey, Margaret A., and Finch, Robert. "Testing the Objectives of Vocational Education." The American Business Education Yearbook, III (1946), pp. 61-84.

Koos, Leonard V. The Questionnaire in Education: A Critique and Manual. New York: The Macmillan Company, 1928. vii+178 pp.

_____ and Kefauver, Grayson N. Guidance in Secondary Schools. New York: The Macmillan Company, 1932. pp. 498-501.

Laconia (New Hampshire) Directory. Springfield, Mass.: H. A. Manning Company, 1946. p. 16.

Landy, Edward. "Occupational Adjustment and the School." The Bulletin of the National Association of Secondary-School Principals, XXIV (November, 1940), pp. 5-148.

Lomax, Paul S. Commercial Teaching Problems. New York: Prentice-Hall, Inc., 1929. p. 6.

Michel, F. W. "Responsibility of the Businessman." The American Business Education Yearbook, IV (1947), pp. 115-8.

Myers, George E. Principles and Techniques of Vocational Guidance. New York: McGraw-Hill Book Company, Inc., 1941. pp. 312-338.

Nichols, Frederick G. "Criticism, Comment, and Challenge." The Journal of Business Education, XVIII (October, 1942), p. 9.

Pavan, Ann. "A Follow-up Study of Philadelphia Public Graduates." Occupations: The Vocational Guidance Magazine, XVI (December, 1937), pp. 252-9.

Popham, Estelle L. "Courses of Study in Shorthand." The American Business Education Yearbook, IV (1947), pp. 279-288.

Program of Studies Recommended for the Public Schools of New Hampshire, Grades IX to XII, Part IX. Commerce. Concord: State Board of Education, 1942. pp. 91.

Reeder, Ward G. How To Write a Thesis. Bloomington, Illinois: Public School Publishing Company, 1930. x+ pp. 208.

Shilt, Bernard A. "Taking Inventory." The Journal of Business Education, XXI (April, 1946), p. 7.

Toops, Herbert A. "Predicting the Returns from Questionnaires." The Journal of Experimental Education, III (March, 1935), pp. 205-215.

Traxler, Bina M. "A Follow-up Study of Commercial Graduates with Respect to Shorthand, Office Training, Book-keeping, and Salesmanship." Master's Thesis. Northwestern University, 1930. 88 pp.

Trickey, Merle. "A Follow-up Study of Commercial High Graduates." The Balance Sheet, XIII (March, 1932), pp. 245-9.

United States Department of Commerce. Bureau of the Census. Sixteenth Census of the United States: 1940. Population. Vol. II. Character of the Population. Washington: Government Printing Office, 1943. p. 796.

Vermont, State Board of Education. Community Occupational Survey. Coordinated with "A Follow-up Study and a Pupil Inventory." 113 pp.

Michael, T. W. "Responsibility of the Businessman." The American Business Education Yearbook, IV (1947), p. 115-12.

Watts, George E. Principles and Techniques of Vocational Guidance. New York: McGraw-Hill Book Company, Inc., 1941. pp. 31-32.

Michael, Frederick D. "Vocational Guidance and Training." The Journal of Business Education, XVII (October, 1941), p. 7.

Levy, Sam. "A Follow-up Study of Philadelphia Public Graduates." Business Education, XVI (December, 1941), p. 1-11.

Popper, Estelle I. "Process of Study in Business." The American Business Education Yearbook, IV (1947), pp. 123-124.

Report of Studies Recommended for the Public Schools of the District of Columbia, Part II, Commerce. Council: State Board of Education, 1942. pp. 11.

Neenan, Ward D. How to Write a Thesis. Bloomington, Illinois: Public School Publishing Company, 1930. 44 pp.

Chitt, Bernard L. "Writing Inventory." The Journal of Business Education, XVI (April, 1941), p. 7.

Tracy, Herbert A. "Measuring the Business Education Factor." The Journal of Business Education, III (March, 1933), pp. 105-112.

Tracy, Elsie M. "A Follow-up Study of Commercial Graduates with Respect to Employment, Office Training, Bookkeeping, and Salesmanship." Master's Thesis. Northwestern University, 1930. 38 pp.

Tracy, Elsie M. "A Follow-up Study of Commercial Graduates." The Business Yearbook, XIII (March, 1933), pp. 245-9.

United States Department of Commerce. Bureau of the Census. Statistical Language of the United States: 1940. Washington: Government Printing Office, 1942. p. 130.

Vermont. State Board of Education. Commercial Education Survey. Coordinated with "A Follow-up Study and a Post Inventory." 1933 pp.

Walters, R. G. The Business Curriculum, pp. 5-8.
Monograph, No. 55. Cincinnati: South-Western Publishing Co.,
May, 1942.

Business Education, "Three Is Company," The Journal of
XXI (May, 1946), p. 7.

APPENDIX

Laconia High School
Laconia, New Hampshire
September 18, 1947

In order to find out whether Laconia High School in its business classes is training beginning workers in the skills and abilities you want, I am making a 5-year survey of the pupils who were graduated in the years 1942 through June, 1946. In your employ you have some of these graduates. To ascertain whether we are really meeting the needs of business, I believe it is necessary to get a report on each individual. I should like to discuss with you certain skills, abilities, and personality traits that you believe necessary for a successful worker. If you are not the person I should see, would you put me in touch with the person in your business who could tell me of the work of the high school graduates you have? Any information you give me will be confidential and will be used only in a general report.

The enclosed questionnaire indicates the kind of things I should like to discuss with you about _____.

I should appreciate it very much if it would be possible for you to give me some time within the next two weeks.

Yours truly,

Ernestine McCrillis

DM:NM

Sample of self-addressed government card sent with letter to local business men. (page 51)

Dear Miss McCrillis:

I am willing to give you an interview at

_____ on _____ 1947.

Signed _____

Company

1946-1947 LACONIA HIGH SCHOOL-SUBJECT OFFERING

Grade IX Freshmen (0 to 2 units) Elect 4 units only

*Subjects most frequently used for *College Entrance Credit.*

Required

1. IX English - Civic or *College Preparatory* (State Which)
2. IX ~~*ALGEBRA*~~, IX GENERAL MATHEMATICS, OR IX JR. BUSINESS TRAINING (State which)
3. IX CIVICS or IX *HISTORY of CIVILIZATION* (State which)

Select ONE of the following:

4. IX Textiles & Clothing, IX Shop, IX *Biology*, IX *French*, *IX Latin*, IX *Spanish*

| Grade X Sophomores (3 to 6 units) | | Periods per week | Units |
|--|--|------------------|-----------------|
| X ENGLISH civic or *College Preparatory* | | 5 | 1 |
| X *Modern History* or X Geography | | 5 | 1 |
| X *Music Appreciation* | | 5 | 1 |
| II *Algebra* or II *Geometry* | | 5 | 1 |
| I or II *Latin* | | 5 | 1 |
| I or II *French* | | 5 | 1 |
| I or II *Spanish* | | 5 | 1 |
| X Shop | | 10 | 1 |
| X Foods and Nutrition | | 7 | 1 |
| X Consumer Education | | 5 | 1 |
| X Advertising and Salesmanship | | 5 | $\frac{1}{2}$ |
| I Typing | | 5 | 1 $\frac{1}{2}$ |
| I Bookkeeping | | 5 | 1 |
| I Stenography | | 10 | 1 |
| X Art | | 10 | 1 |

| Grade XI JUNIORS (7-10 Units) | | | Grade XII SENIORS (11 or more Units) | | |
|--------------------------------|----|---------------|--------------------------------------|----|---------------|
| Pds. per wk. | | Units | Pds. per wk. | | Units |
| XI ENGLISH civic or *C.P.* | 5 | 1 | XII ENGLISH Civic or *C.P.* | 5 | 1 |
| I, II or III *French* | 5 | 1 | II or III *French* | 5 | 1 |
| I, II or III *Latin* | 5 | 1 | II or III *Latin* | 5 | 1 |
| I, II or III *Spanish* | 5 | 1 | II or III *Spanish* | 5 | 1 |
| XI American Hist. Civ. only | 5 | 1 | XII Amer. Hist. Civic or *C.P.* | 5 | 1 |
| II *Geometry* or II *Alg.* | 5 | 1 | XII *Solid Geometry and Trig.* | 5 | 1 |
| XI *Physics* | 7 | 1 | XII *Chemistry* | 7 | 1 |
| XI Aeronautics or Sci. Sur. | 5 | 1 | XII Sociology | 5 | 1 |
| XI Home and Its Care | 5 | 1 | XII The Family | 5 | 1 |
| I or II Stenography (Gregg) | 10 | 1 | XII Secretarial Practice | 10 | 1 |
| I or II Stenography (Thomas) | 10 | 1 | XII Clerical Practice | 10 | 1 |
| XI Clerical Practice | 10 | 1 | I, II or III Typewriting | 5 | $\frac{1}{2}$ |
| I or II Typewriting | 5 | $\frac{1}{2}$ | XI Mechanical Drawing | 10 | 1 |
| II Bookkeeping | 5 | 1 | or Printing | 10 | 1 |
| #XI Journalism or XI Dramatics | 5 | 1 | Cabinet Making | 10 | 1 |
| XI Shop-Any "shop" listed | | | Sheet Metal | 10 | 1 |
| for Seniors | 10 | 1 | XII Machine Operation | 10 | 1 |

XI & XII Shop subjects may not be continued for a second year.

SEEK ADVICE ESPECIALLY FROM YOUR TEACHERS.

ALL Stenography and Office Practice pupils should ask the advice of the Commercial teachers. Once a choice is made it is very important that the correct year and title be given.

#Pupils electing Journalism or Dramatics should see Miss Kendrick or Miss Smith and get approval written on the reverse of the elective blank.

All non-college prep juniors should take American History.

Grade IX Freshman (0 to 2 units) Elect 4 units only
Subjects most frequently used for College Entrance Credit

Required

1. IX English - Civic or *College Preparatory* (State which)
 2. IX Mathematics, IX General Education, or IX Business Training (State which)
 3. IX CIVICS or IX History of Civilization (State which)
- Select ONE of the following:
4. IX Textiles & Clothing, IX Shop, IX Biology, IX Chemistry, IX Latin, IX Spanish

| Grade X Sophomores (3 to 5 units) | | Periods per week | Units |
|--|----|------------------|-------|
| X ENGLISH civic or *College Preparatory* | 5 | 5 | 1 |
| X *Modern History* or X Geography | 5 | 5 | 1 |
| X *Mathematics* | 5 | 5 | 1 |
| X *Algebra* or X *Geometry* | 5 | 5 | 1 |
| I or II *Latin* | 5 | 5 | 1 |
| I or II *French* | 5 | 5 | 1 |
| I or II *Spanish* | 5 | 5 | 1 |
| X Shop | 10 | 10 | 1 |
| X Foods and Nutrition | 7 | 7 | 1 |
| X Consumer Education | 5 | 5 | 1 |
| X Advertising and Salesmanship | 5 | 5 | 1 |
| I Typing | 5 | 5 | 1 |
| I Bookkeeping | 5 | 5 | 1 |
| I Stenography | 10 | 10 | 1 |
| X Art | 10 | 10 | 1 |

| Grade XI Juniors (7-10 Units) | | Periods per week | Units |
|---------------------------------|----|------------------|-------|
| XI ENGLISH civic or *G.E.* | 5 | 5 | 1 |
| I, II or III *French* | 5 | 5 | 1 |
| I, II or III *Latin* | 5 | 5 | 1 |
| I, II or III *Spanish* | 5 | 5 | 1 |
| XI American Hist. Civ. only | 5 | 5 | 1 |
| II *Geometry* or II *Algebra* | 5 | 5 | 1 |
| XI *Chemistry* | 7 | 7 | 1 |
| XI Sociology | 5 | 5 | 1 |
| XI The Family | 5 | 5 | 1 |
| XI Secretarial Practice | 10 | 10 | 1 |
| XI Clinical Practice | 10 | 10 | 1 |
| I, II or III Typewriting | 10 | 10 | 1 |
| XI Mechanical Drawing | 10 | 10 | 1 |
| I or II Bookkeeping | 5 | 5 | 1 |
| *XI Journalism* or XI Dramatics | 7 | 7 | 1 |
| XI Shop - Any "shop" listed | 10 | 10 | 1 |
| for Seniors | 10 | 10 | 1 |

XI & XII Shop subjects may not be continued for a second year.

SEEK ADVICE EARLY FROM YOUR TEACHERS.
 All Stenography and Office Practice pupils should ask the advice of the Commercial teachers. Once a choice is made it is very important that the correct year and title be given.
 Pupils electing Journalism or Dramatics should see Miss Lamblich or Miss Smith and get approval written on the reverse of the elective blank.
 All non-college prep Juniors should take American History.

Machine Operation*

| | <u>Number</u> | <u>Per Cent</u> |
|------------------------------|---------------|-----------------|
| Switchboard (PBX) | 2 | .018 |
| Teletypewriter | 1 | .009 |
| Teleprinter | 1 | .009 |
| Tabulator | 2 | .018 |
| Keypunch | 2 | .018 |
| Machines in doctors' offices | 2 | .018 |
| Cash register | 2 | .018 |
| Comptometer | 3 | .028 |
| Posting | 2 | .018 |

*Operation of machines other than those listed on questionnaires sent out; 106 returns.

Typing Activities*

| | <u>Number</u> | <u>Per Cent</u> |
|--|---------------|-----------------|
| Time sheets | 1 | .009 |
| Travel orders | 2 | .018 |
| Minutes of meetings | 2 | .018 |
| Manuscripts | 1 | .009 |
| Government bonds | 1 | .009 |
| Account cards | 2 | .018 |
| Checks | 4 | .038 |
| Medical reports | 2 | .018 |
| Labels | 1 | .009 |
| Insurance policies | 2 | .018 |
| Requisitions | 2 | .018 |
| Operation sheets | 1 | .009 |
| Orders | 2 | .018 |
| Quotations | 2 | .018 |
| Miscellaneous Naval correspondence | 1 | .009 |
| Forms (leases, contracts, mortgages, wills, etc.) | 3 | .028 |
| Telegrams | 2 | .018 |

*Typing activities other than those listed on the questionnaire.

Typing Activities

Number Per Cent

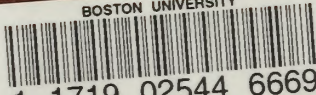
| | |
|---|--|
| 1 | Time sheets |
| 1 | Travel orders |
| 2 | Minutes of meetings |
| 1 | Memoranda |
| 1 | Government orders |
| 1 | Receipt cards |
| 1 | Checks |
| 2 | Medical reports |
| 1 | Labels |
| 2 | Insurance policies |
| 2 | Reservations |
| 1 | Government sheets |
| 1 | Orders |
| 1 | Instructions |
| 1 | Miscellaneous travel correspondence |
| 1 | Forms (leases, contracts, mortgages, etc.) |
| 2 | Telephone |

*Typing activities other than those listed on the questionnaire.

1. All pupils must elect a minimum of 4 units of work. First year pupils may take only 4.
2. Any pupil electing over 4 units takes that program on a trial basis and may be returned to a normal, 4 unit, program at ANY time.
3. 16 UNITS are required for GRADUATION, 11 to be classified as a Senior, 7 to be a Junior, and 3 to be a Sophomore. Pupils with less than 3 units are classified as Freshmen.
4. A pupil may take a subject of the class below him only if such selection is approved. He may not elect above his class except in continuous subjects.
5. But one Mechanic Arts ("Shop") subject may be taken in a given year. Not over 4 units in Mechanic Arts may be offered for graduation credit.
6. Should the election of a subject be light the school reserves the right to cancel the class in that subject for the year.
7. But ONE FOREIGN LANGUAGE may be STARTED during a school year.
8. A second year of a foreign language must be passed to retain credit for the first year.
9. ENGLISH will be required of EVERY PUPIL regardless of the credit standing of the pupil.
10. But one class of English is permitted excepting for SENIORS--and then, ON TRIAL ONLY.
11. COLLEGE PREPARATORY ENGLISH is intended for qualified pupils who are preparing for college and for other pupils ABLE and WILLING to do exacting work in fundamentals, composition, and literature.
12. CIVIC ENGLISH is planned for those pupils who are not preparing to attend college after high school graduation. It is NOT FOR COLLEGE ENTRANCE.
13. COLLEGE PREPARATION. Laconia High School prepares "Able and Willing" pupils for any college in America in four years and with but four subjects each year. Though college entrance requirements vary according to the courses to be studied college entrance usually depends upon the pupil's proving by his educational record, examinations, and reputation that he has done better than average work in College Preparatory Subjects and that he is worthy and ready to meet still greater competition in more advanced fields of study. (A penny postal card to the Registrar will bring the pupil a catalogue and application blank of any college. The school library has many college catalogues). From our twenty-five definitely designated college preparatory subjects may be selected subjects to meet the demands of any college and the individual needs of the pupil for that college.
14. NURSING. A few hospitals will accept a high school graduate with but one year of mathematics and one of science. Many require more. NONE, to our knowledge, REQUIRE Latin. (Send for a catalogue from several or even many hospitals).
15. TRADE, VOCATIONAL, and COMMERCIAL schools are looking for the best pupils they can get and select those with best preparation. Mathematics is apt to be required by the better schools in these fields. (Send to them for catalogues).

1. All pupils must elect a minimum of 4 units of work. These four pupils may elect only 4.
2. Any pupil electing more than 4 units takes that program as a trial basis and may be required to repeat 4 units, program as 4th year.
3. If a pupil is required for GRADUATION, it is to be classified as a Senior. If to be a Junior, it is to be a Sophomore. Pupils with less than 3 units are classified as Freshmen.
4. A pupil may take a subject of the class below him only if such selection is approved. He may not elect above his class except in continuous subjects.
5. But one Mechanic Arts ("Shop") subject may be taken in a given year. Not over 4 units in Mechanic Arts may be offered for graduation credit.
6. Should the election of a subject be light the school reserves the right to cancel the class in that subject for the year.
7. But ONE FOREIGN LANGUAGE may be STANNED during a school year.
8. A second year of a foreign language must be passed to retain credit for the first year.
9. ENGLISH will be required of EVERY PUPIL regardless of the credit standing of the pupil.
10. But one class of English is permitted excepting for SENIORS--and then, ON WRITING.
11. COLLEGE PREPARATORY ENGLISH is intended for qualified pupils who are preparing for college and for other pupils ABLE and WILLING to do exacting work in composition, composition, and literature.
12. CIVIC ENGLISH is planned for those pupils who are not preparing to attend college after high school graduation. It is NOT FOR COLLEGE ENTRANCE.
13. COLLEGE PREPARATION. Lacordia High School prepares "ABLE and WILLING" pupils for any college in America in four years and with four subjects each year. Though college entrance requirements vary according to the course to be studied college entrance usually depends upon the pupils' record, extracurricular, and reputation that he has done well in college preparatory English and that he is worthy and ready to meet still greater challenges as more advanced fields of study. (A pupil must read to the Registrar will bring the work a reference and application blank of any college. The school history has many college catalogues). From our twenty-five fully accredited college preparatory students may be selected students to meet the demands of any college and the individual needs of the pupil for that college.
14. WRITING. A few hospitals will accept a high school graduate with but one year of mathematics and one of sciences. Many require more. HOSPITALS in our hospital, REPUTATION hospital. (Send for a catalogue from several or even many hospitals).
15. TRADE, VOCATIONAL, and COMMERCIAL schools are looking for the best pupils they can get and select those with best preparation. Information is apt to be required by the better schools in these fields. (Send to them for catalogues).

BOSTON UNIVERSITY



1 1719 02544 6669



ACCOPRESS BINDER

BF 250-P7

MADE BY

ACCO PRODUCTS, INC.

LONG ISLAND CITY, N. Y., U. S. A.

